DOCUMENT RESUME

ED 195 849 CE 027 604

AUTHOR Walejko, Charles
TITLE Common Core Units in Business Education: Written Communications.
INSTITUTION California State Dept. of Education, Sacramento.; Contra Costa County Superintendent of Schools, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 77
NOTE 106p.; For related documents see CE 027 585-603, ED 105 274, and ED 186 729-730.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Business Education; Capitalization (Alphabetic); *Competency Based Education; Core Curriculum; Distributive Education; Grammar; Individualized Instruction; *Job Skills; Learning Activities; Office Occupations Education; Paragraph Composition; Performance; Punctuation; Resource Units; Secondary Education; Sentence Combining; Units of Study; Writing Instruction; *Writing Skills
IDENTIFIERS California Business Education Program Guide

ABSTRACT

This secondary unit of instruction on written communications is one of sixteen Common Core Units in Business Education (CCUBE). The units were designed to implement the sixteen common core competencies identified in the California Business Education Program Guide for Office and Distributive Education. Each competency-based unit is designed to facilitate personalized instruction and may include five types of materials: (1) a teacher's guide, which provides specific strategies for the units as well as suggestions for the use of the materials; (2) a student manual that directs the student through the unit's activities and jobs and brings the student to the competency level for the unit; (3) working papers, which are consumable materials used in completing the jobs and activities and (5) suggested electronic media. A strategies manual and the California Business Education Program Guide and supplements are also available--see note. (LRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED195849

Written communication

CUBE

COMMON CORE UNITS IN BUSINESS EDUCATION

CE 027 604

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Brenton A. Aikin
CA. St. Dept. of Ed.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

WRITTEN COMMUNICATIONS

Written by

CHARLES WALEJKO
Business Division Chairperson

Woodruff ROC
Stockton, California

Copyright © California State Department of Education 1977

This document was prepared by the Office of the Contra Costa County Superintendent of Schools in cooperation with the California State Department of Education in a project funded under the Vocational Education Act, Public Law 90-576. The content does not necessarily reflect the position or policy of the U. S. Office of Education, Department of Health, Education, and Welfare, and no official endorsement of that office should be inferred.

TABLE OF CONTENTS

Page

INTRODUCTION 1

Part One

THE SENTENCE

Complete – Incomplete 3
Simple 7
Compound 9

Part Two

PUNCTUATION

Simple Sentences 11
Compound Sentences 13

Part Three

WORD USAGE

Subject – Verb Agreement 15
Tenses 22
Problem Verbs 24

Part Four

CAPITALIZATION 29

Part Five

COMPOSING SIMPLE MESSAGES 31

INTRODUCTION TO WRITTEN COMMUNICATIONS

"Written communications. Rats! All that writing and all those commas and things. I HATE THAT!"

Hold it! Hang on! How about looking at it another way. Do you know that the original meaning of the word *Communication* is *to share?* Think about it . . . to share . . . your ideas, your feelings, your very self with someone else. Written communications is nothing more than sharing a part of yourself with another person by using your skill in writing rather than your skill in speaking. In fact, a student once said, "You know what written communications is all about? Learning to talk through writing."

How did you learn to talk? It's pretty hard to remember that far back; however, by watching little children, it's easy to see (and hear) that they practice a lot. They practice because they soon realize that the sound must be just right or the other person will not be able to understand.

The same thing can be said for written communications. In order to share your thoughts with another person using your writing skill, you need to practice. *A skill is learned through practice.*

"What am I going to practice? It all seems so confusing." Maybe you can't remember learning to talk, but remember what you did before receiving your driver's license? Besides actually learning to drive the car, you had to learn the "rules of the road." Wasn't it confusing at first?

Just as you knew many of the rules of driving before you ever got behind the wheel of a car, so too you probably know many of the "rules of the writing road" already. In order to become a better [illegible] of yourself with others through writing, here are some of the areas covered in this unit:

THE SENTENCE
PUNCTUATION
WORD USAGE
CAPITALIZATION
COMPOSING SIMPLE MESSAGES

Here is how this Unit works. You do some reading. This reading will give you facts or information. It is the *first step* in learning.

Next, you will be asked to do something. This "doing something" is called an ACTIVITY. It is the *second step* in learning a skill. The ACTIVITIES help you practice. They are short and always refer to what you have just read.

In the *third and last step* there is practice material called JOBS. These usually take a little more work on your part and help you practice all of the facts you learned in a Major Section of this unit on Written Communications.

The ACTIVITIES and JOBS are found in a separate booklet with the title:

STUDENT WORKING PAPERS

You will find a STUDENT PROGRESS CHART on the first page of the Student Working Papers booklet. Use it to keep track of your progress. It will help you and your teacher know what's happening.

The Student Working Papers booklet also has the answers to all ACTIVITIES and some JOBS. This will help you to find out whether you understand what you read right away.

Finally . . . . . this unit is only one way to help you with some writing skills. Whenever you feel you need more help or have questions,

ASK YOUR TEACHER

THE SENTENCE

The Complete-Incomplete Sentence

When we speak, we automatically place words in a certain order. This order usually makes sense to the listener. If he doesn't understand what we are saying, we can easily tell by questions from her or by facial or other body language. When we are writing, we must be very careful. The reader is seldom right there to ask us what we really mean.

A word or a group of words that do not form a complete thought sometimes leaves the other person confused.

Activity 1

Go to the ACTIVITIES SECTION, page 1, and follow instructions.

If the group of words in ACTIVITY 1 would have had a clear meaning to you, they would have been complete sentences.

Definition of a sentence . . . . . A sentence must name something *AND*

1. tell what it names *does*
2. tell what it names *is*

Example

1. A sentence must name something *AND* tell what it names *does*
   (The dog went to sleep.)
2. A sentence must name something *AND* tell what it names *is*
   (The dog is very lazy.)

Activity 2

Go to the ACTIVITIES SECTION, page 1, and follow instructions.

Perhaps you're saying, "This is easy. What I don't get is subjects, verbs, and all that stuff."

DON'T PANIC!

It's not that difficult.

Remember the definition of a sentence:

A sentence must name something *AND*

1. tell what it names *does*

OR

2. tell what it names *is.*

The part of a sentence that names something is *THE SUBJECT* of the sentence and the thing named is a *NOUN*. A *NOUN* is the name of a person, place or thing.

Activity 3

Go to the ACTIVITIES SECTION, page 2, and follow instructions.

Did you identify all of the subjects correctly in ACTIVITY 3? Great! If you made more than two mistakes, please study the definition of a sentence given above one more time.

The part of a sentence that tells what the subject does or is, becomes the *PREDICATE*. The word that tells what the subject does is called a *VERB*.

EXAMPLE

1. A sentence must name something *AND* tell what it *names* does.
   (The dog————————is very lazy.)
   SUBJECT and *dog* is NOUN PREDICATE and *is* is the VERB
2. A sentence must name something *AND* tell what it names *does.*
   (The dog————————went to sleep.)
   SUBJECT and *dog* is NOUN PREDICATE and *went* is VERB

Activity 4

Go to the ACTIVITIES SECTION, page 2, and follow instructions.

Did you identify all of the predicates correctly in ACTIVITY 4? Fantastic! You didn't? Well, if you made more than two mistakes, please study page 4 again.

You should be able to tell whether a group of words is a complete simple sentence or not.

You should also be able to give a very short definition of a simple sentence. It could be something like this: *A simple sentence is a group of words containing a subject and a predicate.* The subject contains a noun and the predicate has a verb.

Activity 5

Go to the ACTIVITIES SECTION, page 3, and follow instructions.

Activity 6

Go to the ACTIVITIES SECTION, page 3, and follow instructions.

Job 1

Go to Job 1, page 5, in the ACTIVITIES SECTION and follow instructions.

Job 2

Go to Job 2, page 5, in the ACTIVITIES SECTION and follow instructions.

The following exercises will help you to review and learn what you have read on pages 3 and 4. Cover up the answers with a paper or card. Read the questions or statements answer them in your mind (don't write anything on this paper) and move the card or paper down. The correct answer will appear. If the answer you had in your mind does not match the answer you uncovered, go back to page 3 or 4 and see if you can find where you made your mistake. If you still can't find your mistake, *see your teacher*.

	QUESTIONS OR STATEMENTS		ANSWERS
1.	Is this a sentence?	Our cat.	No
2.	Is this a sentence?	Our cat ran.	Yes
3.	Is this a sentence?	Our brown cat.	No
4.	Is this a sentence?	Our brown cat ran.	Yes
5.	Is this a sentence?	Our brown cat with the long tail and green eyes	No
6.	Is this a sentence?	Our brown cat with the long tail, green eyes, and short whiskers.	No
7.	Is this a sentence?	Our brown cat, with all that stuff you said before, purrs every morning.	Yes
8.	Is this a sentence?	Every morning that long-tailed, green-eyed, short-whiskered, brown cat of ours.	No
9.	Is this a sentence?	Every morning that long-tailed, green-eyed, short-whiskered, brown cat of ours purrs.	Yes
10.	Is this a sentence?	I wish you would stop say, "Is this a sentence, is this a sentence."	Yes
11.	True or false	A sentence names something only.	False
12.	True or false	A sentence tells what something does.	True
13.	True or false	A PREDICATE names something.	False
14.	True or false	A SUBJECT tells what is done.	False
15.	True or false	A simple sentence has a SUBJECT AND PREDICATE.	True

The Simple Sentence

Congratulations! You are improving your communication power. How about taking another step to help you share part of yourself clearly through writing?

HERE IS A SIMPLE MESSAGE:

You probably have no trouble with the above picture. You can easily understand the meaning and even identify the subject and predicate. (Turn this page over for the correct answer).

I = subject want a cookie = predicate

The sentence, I WANT A COOKIE, is an example of a *simple sentence*. A *simple sentence* is defined as a group of words having a subject and a predicate.

THIS IS IMPORTANT——→ A subject in a simple sentence may be compound, and a predicate in a simple sentence may be compound. *Compound means having more than one of something.*

STUDY THE FOLLOWING EXAMPLES:

A *simple sentence* with a subject and predicate.
I want a cookie.

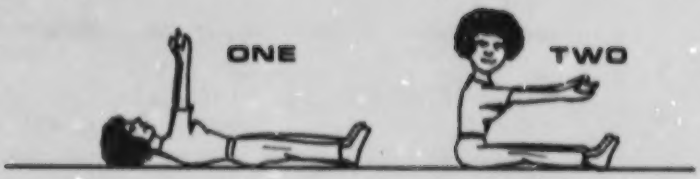
A *simple sentence* with a *compound subject* and one predicate.
My dog and I want a cookie.

A *simple sentence* with one subject and a *compound predicate*.
I *want a cookie and milk*.

A *simple sentence* with a compound subject and a *compound predicate*.
My dog and I want cookies and milk.

Activity 7

Go to the ACTIVITIES SECTION, page 4, and follow instructions.



More exercises. Remember that *a skill is learned through practice*. Follow the same directions here as you did on page 6. Cover the answers. Read the question or statement, answer it in your mind, then uncover the correct answer. If your answer is wrong, find out why. You may do this by either reading that material again or by seeing your teacher.

	QUESTIONS OR STATEMENTS		ANSWERS
1.	Is this a sentence?	The manager wanted a meeting.	Yes
2.	Is this a simple sentence?	The manager wanted a meeting.	Yes
3.	What is the subject in this sentence?	The manager wanted a meeting.	Manager
4.	What is the predicate in this sentence?	The manager wanted a meeting.	wanted a meeting
5.	Is anything compound in this sentence?	The manager wanted a meeting.	No
6.	Is anything compound in this sentence?	The manager wanted two meetings.	No
7.	Is anything compound in this sentence?	The manager wanted a meeting and lunch.	Yes
8.	What is compound in the above sentence?		the predicate
9.	What is the predicate in sentence Number 7?		wanted a meeting and lunch
10.	Is this a simple sentence?	The manager wanted a meeting and lunch.	Yes
11.	True or False	A simple sentence is very short.	False
12.	True or False	A simple sentence may have two subjects.	True
13.	True or False	A simple sentence may have two subjects and two predicates.	True
14.	True or False	A PREDICATE names something.	False
15.	True or False	A SUBJECT tells what is done.	False
16.	True or False	Compound means having more than one of something.	True

The Compound Sentence

Remember that *compound* means having more than one of something. You have just been working with compound subjects and compound predicates. There are also compound sentences.

A *compound sentence* is one that contains two or more simple sentences. Isn't that easy? Two simple sentences combined into one. These simple sentences are sometimes called independent clauses. A *clause* is a group of words that contain a subject and a predicate. *Independent* means to be able to stand alone . . . no need for support.

I want a cookie. That's a sentence. *I'll scream*. That's a sentence. Each is an independent clause. Each can stand alone; however, when they are hooked together, they become a compound sentence. This hook word is called a *conjunction*. The following words are some of the common hooks or conjunctions:

and *but* *for* *or*

Activity 8

Go to the ACTIVITIES SECTION, page 5, and follow instructions.

SPEED LIMIT 35

REVIEW AREA

Rather than rushing on, how about using this as a Rest and Review spot?

Please turn the page for some reviewing .....

- A group of words that forms a complete thought is a sentence.

  Example

  Ms. Wong is flying to Fresno.

- A sentence must name something → *AND* tell what it names *does*.
  → *OR* tell what it names *is*.

  Example

  Ms. Wong → is flying to Fresno.
  → is our new store manager.

- The part of the sentence that names something is the subject.

  Example

  Ms. Wong is flying to Fresno.
  (Subject)

- The part of the sentence that tells what the subject does or is, is the predicate.

  Example

  Ms. Wong *is flying to Fresno*.
  (Predicate)

- A simple sentence is a group of words having a subject and predicate.

  Example

  Ms. Wong is flying to Fresno.
  (Subject) (Predicate)

- A simple sentence may have a compound subject and/or a compound predicate. Compound means containing more than one of something.

  Example

  Ms. Wong and Mr. Flynn are flying to Fresno and driving to Lodi.
  (Compound Subject) (Compound Predicate)

- A compound sentence is one that contains two or more simple sentences.

  Example

  Ms. Wong is flying to Fresno with Mr. Flynn, but
  (Simple sentence or independent clause)
  she will not visit the new store in Merced.
  (Simple sentence or independent clause)

Job 3

Go to the ACTIVITIES SECTION, page 6.

PUNCTUATION

Simple Sentences

If you drive a car, you certainly are aware of the importance of road signs. Laws have been created to make these signs the same throughout the State of California. No matter where you drive, you will know that everyone is following the same rules. By using the rules, you protect yourself and others from serious trouble.

Punctuation rules have been created for the very same reason. When you are writing, you want to follow the "road signs" other writers follow so that *your readers* will not be in serious trouble. Punctuation helps the reader understand your message.

You would think that the only punctuation a simple sentence needs is a period at the end. Look at these simple sentences and notice the commas.

- No, I don't believe the figures balance.
- Our salesperson will call on Wednesday, April 3, at 9 a.m.
- The extra charge, of course, will not be included in the total.
- Mr. Correa, moreover, will call personally to make an appointment.
- Please order one each of the red, white, and blue.
- Order the red items from Redding, California.

There are many road signs used throughout the country; however, the average driver sees the same signs over and over.

There are also many rules for punctuating sentences. Let's review some of the common ones used over and over with commas.

RULE 1

Place a comma after YES or NO if either begins a sentence.

—Yes, every person should have a Social Security number.

RULE 2

Separate the month from the year.

—We will hold our annual dance August 3, 19__.

RULE 3 *Set off parenthetical expressions.* A *parenthetical expression* is a group of words or a single word that explains or is used for effect. It is not needed to make a complete sentence. It interrups the thought flow; therefore, commas are needed. There are parenthetic words such as *however, therefore, moreover, though*. There are parenthetic phrases such as *of course, in addition*.

—The office, however, will be closed this Saturday.
—The office, of course, will be closed this Saturday.

RULE 4

Set off appositive words or groups of words that rename the subject. It is easy to remember this rule because these words always explain the noun or pronoun that they follow.

—Leroy Cooper, our new clerk, has traveled a lot.

RULE 5

Commas are used to separate a series of words or numbers.

—Our sales have risen in March, June, August, and October.

Notice that the business writer places a comma before the *and* in a series. This is done to eliminate confusion. For example:

Do I want to order a red item, blue item, and white item?
If I do, then the sentence would look like this:
Please send one only of red, blue, and white.

Do I want to order a red item, and a blue and white item?
If I do, then the sentence would look like this:
Please send one only of red, blue and white.

RULE 6

Use a comma to separate a city from a state.

—Please send a memo to our Ukiah, California branch office.

Activity 9

Go to the ACTIVITIES SECTION, page 9, and follow instructions.

May I, therefore, have a cookie on this Sunday, May 5, with, of course, a glass of milk?

Compound Sentences

The rules you have just reviewed were used to punctuate simple sentences. This doesn't mean you can't use them for other types of sentences as well. For example, the rules could easily apply to

COMPOUND SENTENCES.

A *compound sentence* is one that contains two or more independent clauses (each independent clause could be a sentence all by itself). Each one of the independent clauses is connected with a coordinating conjunction (and but or). A comma always comes before one of the coordinating conjunctions and NEVER AFTER IT. Keep this picture in your mind and you can't go wrong.

Independent Clause	and	Independent Clause

EXAMPLES

- We may all arrive at 8:00 a.m., but the doors will be open earlier.
- The old cash register will be traded at the end of this month, and a new electronic machine will be installed.

The compound subject and compound predicate . . . Remember? (My dog and I want cookies and milk.) (If you forgot, see page 7)

Commas never go before conjunctions in these situations.

The two independent clauses that form a compound sentence may have other connectors. These are adverbs that are sometimes used as conjunctions (words that connect). Some examples of these conjunctive adverbs are: *nevertheless consequently therefore however moreover thus then so otherwise.*

IMPORTANT – If one of the conjunctive adverbs joins two independent clauses to form a *compound sentence*, it must have a semicolon *before* it.

SEE next page for examples .....

Example

We must close the store this coming Tuesday; therefore, no deliveries will be made that day.

– If one of the conjunctive adverbs acts as a parenthetical expression, a *comma* goes before and after.

Example

The store, therefore, will be closed this Tuesday.

Activity 10

Go to the ACTIVITY SECTION, page 10, and follow instructions.

Activity 11

Go to the ACTIVITY SECTION, page 11, and follow instructions.

Activity 12

Go to the ACTIVITY SECTION, page 11, and follow instructions.

YOU'VE DONE IT!

You have just completed another major section of this unit on Written Communications. Before you go on, how about a little more practice . . . just to make sure you have it down right.

Notice the three JOBS below. You only need do TWO out of the three. When you finish, give them to your teacher and go to the next section in this unit.

Job 4

Go to the ACTIVITIES SECTION, page 12.

Job 5

Go to the ACTIVITIES SECTION, page 12

Job 6

Go to the ACTIVITIES SECTION, page 13.

WORD USAGE

Subject - Verb Agreement

✔ "I ain't got no time on me. S'pose it be 3-4 clock. Ev'body, he's go home awreddy."

Is this acceptable communciations? It is if the person using this style is effectively communicating to another person.

✔ "Our family go to hear Martha in the school choir. She sing last night. It make us feel good."

Is this acceptable communications? Again, it is if one person is effectively communicating to another.

The key to effective communications is the reader's (or listener's) response. We cannot assume that, as long as the reader receives the general idea, the message has been successfully given.

READER'S
REACTIONS
ARE
VERY
IMPORTANT

especially in business communications.

As in the previous sections in this unit, knowing some rules and then practicing them will help you to improve your writing. You will be able to share with the other what you really wanted to share. You will not use something that will distort the message and even drive the person away.

This section is divided into subject-verb agreement, tenses, and verb problems. First, how about tackling subject-verb agreement.

The subject and the verb in the predicate must agree
in number
in person

O. K. Let's take
ONE
STEP
at a time.

A list of all the words you need to know and their definitions is given below. Read each meaning slowly. Don't worry if you can't understand each one. Examples will be given later with practice material. Soon you will be able to use these tools to communicate clearly.

subject. . . . . .A part of a sentence that names something.
noun . . . . . .The thing named in a subject. (person, place, thing)
pronoun . . . . .A word used in place of a noun.
predicate . . . . .A part of a sentence that tells what the subject does/is.
verb . . . . . .Shows action (run, go) or a state of being (to be).
number . . . . . .This means singular (one) or plural (more than one).
person . . . . . .*Noun and pronoun* . . . a change in the word to show:

1. the speaker (first person)
2. the person spoken to (second person)
3. the person or thing spoken of (third person)

Verb . . . the property of a verb that shows its relationship

1. to the speaker (first person)
2. the person spoken to (second person)
3. another person or thing spoken of (third person)

Before examining SUBJECT – VERB AGREEMENT, there are two definitions that need to be looked at a little closer.

The first definition is NUMBER.

Remember that number means singular (one) or plural (more than one).

NOUNS are changed from singular to plural by adding *s* or *es* to the base work . . .
day days tax taxes
NOUNS are changed within from singular to plural . . . child children
NOUNS ending is *s* are usually plural.

A good dictionary will help you to form plural nouns.

VERBS are much different. You will be able to see how they change from singular to plural by breaking down their definition.
Again, the definition of a verb is . . . a word that shows action
or
a state of being.

1. Verbs show action (run, go).

Singular	*Plural*
The boy *runs* home.	The boys *ran* home.
That girl *goes* home.	Those girls *go* home.

When you add an *s* to verbs, they become singular.

2. Verbs show a state of being (to be).

Singular	*Plural*
I *am* home.	We *are* home.
She *is* home.	They *are* home.
I *was* home.	We *were* home.

IMPORTANT – The singular of *to be* = am is was
The plural of *to be* = are were

Activity 13

Go to the ACTIVITIES SECTION, page 15, and follow instructions.

Activity 14

Go to the ACTIVITIES SECTION, page 16, and follow instructions.

The second definition of PERSON

A change in the word to show:

1. the speaker (first person)
2. the person spoken to (second person)
3. the person or thing spoken of (third person)

NOUNS AND PRONOUNS change in person this way:

1. (first person) the speaker

Singular	*Plural*
I am here.	*We* are here.

2. (second person) the person spoken to

Singular	*Plural*
You are here.	*You* are here.

✔ IMPORTANT . . . . The pronoun of the second person (you) always takes a plural verb. "You is here." or "You was here." is poor grammar.

3. (third person) the person or thing spoken of

Singular	*Plural*
She is here.	
He is here.	They
It is here.	are
Carol is here.	here.

Job 7

Go to the ACTIVITIES SECTION, page 25.

The subject and the verb in the predicate must agree
in number
in person

The subject and the verb must agree in every sentence. The Guides that follow will help your writing to be sharp and clear. Your subject and verb will always be pals.

GUIDE ONE

The subject and the verb must be in the same number.
Both must be singular or both must be plural.

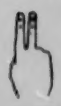
Singular	Plural	Singular	Plural
I talk.	We talk.	I am.	We are.
You talk.	You talk.	You are.	You are.
He, She, It talks.	They talk.	He is.	They are.
I was.	We were.	I do.	We do.
You were.	You were.	You do.	You do.
She was.	They were.	It does.	They do.

Activity 15

Go to the ACTIVITIES SECTION, page 16, and follow instructions.

Job 8

Go to the ACTIVITIES SECTION, page 26.



GUIDE TWO

Find the real subject and make the verb agree with it.

Wrong: The captain, as well as five others, *are* going to Palo Alto.
Right: The captain, as well as five others, *is* going to Palo Alto.

Wrong: Ruth, along with several fellow employees, *have* awards.
Right: Ruth, along with several fellow employees, *has* awards.

GUIDE THREE

Collective nouns use either singular or plural verbs. It depends on the meaning of the sentence.

Collective nouns are names of groups. (number, team, crew)

Examples

The team *is* leaving for Pasadena this afternoon.
This morning the committee *were* discussing last nights meeting wherever they went. (each member discussed it individually)

GUIDE FOUR

A singular pronoun needs a singular verb.

(either, neither, another, nobody, somebody, someone, each, everyone, everybody, anybody, anyone, anything)

Wrong: Everyone in this office *were* careful.
Right: Everyone in this office *was* careful.

GUIDE FIVE

The pronoun *you* always requires a plural verb.

Wrong: You *is* a very dependable person.
Right: You *are* a very dependable person.

Wrong: You *has* an interview this morning.
Right: You *have* an interview this morning.

Activity 16

Go to the ACTIVITIES SECTION, page 17, and follow instructions.

GUIDE SIX

When two or more subjects are linked with *and*, a plural verb is used.

Wrong: Typewriting and shorthand *is* my favorite subjects.
Right: Typewriting and shorthand *are* my favorite subjects.

Two IMPORTANT Points

1. When the two subjects form one unit or idea, not two things, use a singular verb.

Wrong: The can of peas and carrots *are* on the shelf.
Right: The can of peas and carrots *is* on the shelf.

2. When *each* and *every* comes before two or more singular subjects linked with *and*, use a singular verb.

Wrong: Every student and teacher *were* asked to be here.
Right: Every student and teacher *was* asked to be here.

GUIDE SEVEN

If *or* or *nor* links two or more singular subjects, use a singular verb.

Wrong: Carlos or Peggy *are* going to the meeting.
Right: Carlos or Peggy *is* going to the meeting.

IMPORTANT . . . . . .If *or* or *nor* links a singular subject with a plural subject, the plural subject should be nearest the verb and the verb must be plural.

Wrong: A typwriter or pens *was* required for the test.
Right: A typewriter or pens *were* required for the test.

GUIDE EIGHT

Amounts of money used as subjects need singular verbs.

Wrong: The $40 *have* been owed to both customers.
Right: The $40 *has* been owed to both customers.

GUIDE NINE

If the subject is the word *number* and *the* comes before it, (the number), use a singular verb.
If *a* comes before the word *number*, (a number), use a plural verb.

the number . . . . . .singular verb
a number. . . . . .plural verb

Right: The number of invoices *has* increased.
Right: A number of invoices *have* to be paid.

GUIDE TEN

Here and *there* are not subjects. Usually the verb comes before the subject in sentences of this type. Find the subject and make the verb agree with it.

Wrong: Here *is* the invoices for March.
Right: Here *are* the invoices for March.

Activity 17

Go to the ACTIVITIES SECTION, page 18, and follow instructions.

Job 9

Go to the ACTIVITIES SECTION, page 26.

Job 10

Go to the ACTIVITIES SECTION, page 27

Job 11

Go to the ACTIVITIES SECTION, page 27.

NOTE TO STUDENT

Choose any *two* JOBS out of the three listed.

Tenses - Present, Past, Future

A verb serves several purposes in a sentence.

It gives the subject action.
Calvin *ran* to work.

It shows a condition of the subject.
He *was* late his very first day.

It shows a state of being of the subject.
He *had* to have that job.

We can change the time of the story simply by changing some of the verbs.

Calvin *runs* to work.

He *is* late for his very first day.

He *has* to have that job.

Verbs can tell time. They help writers inform their readers when the action is happening. This ability is called TENSE. Let's study three TENSES.

The PRESENT TENSE shows action going on right now.

He *runs* to work.

I *go* to work.

You *do* the work.

STUDY THE WORDS AT THE RIGHT.
Notice how some of the words change.

Person	Singular	Plural
First	I run	we run
Second	you run	you run
Third	She, he, it runs	they run
First	I go	we go
Second	you go	you go
Third	she, he, it goes	they go
First	I do	We do
Second	you do	you do
Third	he, she, it does	they do
First	I am	we are
Second	you are	you are
Third	he, she, it is	they are
First	I have	we have
Second	you have	you have
Third	it, she, he has	they have

Activity 18

Go to the ACTIVITIES SECTION, page 18, and following instructions.

The PAST TENSE shows what happened in the past.

He *ran* to work.

I *went* to work.

You *did* the work.

STUDY THE WORDS AT THE RIGHT.

Person	Singular	Plural
First	I ran	we ran
Second	you ran	you ran
Third	he, she, it ran	they ran
First	I went	we went
Second	you went	you went
Third	he, she, it went	they went
First	I did	we did
Second	you did	you did
Third	she, he, it did	they did
First	I was	we were
Second	you were	you were
Third	she, he, it was	they were
First	I had	we had
Second	you had	you had
Third	it, she, he had	they had

Activity 19-20

Go to the ACTIVITIES SECTION, page 19, and follow instructions.

Person	Singular	Plural
First	I shall run	we shall run
Second	you will run	you will run
Third	she, he, it will run	they will run
First	I shall go	we shall go
Second	you will go	you will go
Third	she, he, it will go	they will go
First	I shall do	we shall do
Second	you will do	you will do
Third	he, she, it will do	they will do
First	I shall be	we shall be
Second	you will be	you will be
Third	it, he, she, will be	they will be
First	I shall have	we shall have
Second	you shall have	you shall have
Third	it, he, she, will have	they will have

The FUTURE TENSE shows what will take place at a later date.

I *shall run* to work.

You *will go* to work.

He *will do* the work.

STUDY THE WORDS AT THE LEFT. Notice how some of them change.

Activity 21-22-23

Go to the ACTIVITIES SECTION, pages 19-20, and follow instructions.

Job 12

Go to the ACTIVITIES SECTION, page 28.

Problem Verbs

It seems as though there are some verbs whose only reason for existence is to cause students problems. Does one lie or lay, sit or set, shall or should?

The last part of this section on WORD USAGE will try to help you become the winner of this war on words.

LIE – LAY

Meaning of Lay – to put, set down, place, deposit.
The actual putting down of something.

Example: Lay it down there. (put it there)
I shall lay the dictionary down. (put it down)

PRESENT TENSE of lay is lay

Singular	*Plural*
I lay	we lay
you lay	you lay
he lay	they lay

PAST TENSE of lay is laid

Singular	*Plural*
I laid	we laid
you laid	you laid
he laid	they laid

PAST PARTICIPLE of lay is laid

Singular	*Plural*
I have laid	we have laid
you have laid	you have laid
it has laid	they have laid

HINTS TO HELP

1. Lay always takes an *object*. An *object* is a word receiving the action from the subject.
   Clare lays the book down.
   S. V. O.

   An object answers the question what or whom.

2. If you can use *place* or *put* instead of *to lay*, then use a form of this verb.

Meaning of Lie – to rest, the resting there, to recline, a resting position, to stay.

Example: Lie down and try to rest. (position of rest)
The dictionary lies open ready for use. (stays)
The responsibility will lie on her shoulders. (rest)

PRESENT TENSE of lie is lie

Singular	*Plural*
I lie	we lie
you lie	you lie
she lies	they lie

PAST TENSE of lie is lay

Singular	*Plural*
I lay	we lay
you lay	you lay
she lay	they lay

PAST PARTICIPLE of lie is lain

Singular	*Plural*
I have lain	we have lain
you have lain	you have lain
it has lain	they have lain

HINTS TO HELP

1. Lie *never* takes an object
2. The words *place* or *put* cannot be used instead of the verb *to lie*.

Activity 24

Go to the ACTIVITIES SECTION, page 21, and follow instructions.

Activity 25

Go to the ACTIVITIES SECTION, page 21, and follow instructions.

Activity 26

Go to the ACTIVITIES SECTION, page 21, and follow instructions.

SIT – SET

The sit/set combination follows the lie/lay pattern. You could pair up *set/lay* as one pattern and *sit/lie* as another pattern. Notice the line under the *i* in sit and lie. If you can remember how to use lie, you'll have no trouble with sit.

Meaning of Set – to put, place something

Example: You set a typewriter down. (to place)
Set that flower there. (to put)

PRESENT TENSE of set is set

Singular	*Plural*
I set	we set
you set	you set
it sets	they set

PAST TENSE of set is set

Singular	*Plural*
I set	we set
you set	you set
it set	they set

PAST PARTICIPLE of set is set

Singular	*Plural*
I have set	we have set
you have set	you have set
it has set	they have set

HINTS TO HELP

1. Set takes an object. (Object answer what or whom)
2. If you can use *put* or *place* instead of *to set*, then use a form of this verb.

Meaning of Sit – to take a sitting position, to be in place.

Example: Please sit here. (take a position)

PRESENT TENSE of sit is sit

Singular	*Plural*
I sit	we sit
you sit	you sit
she sits	they sit

PAST TENSE of sit is sat

Singular	*Plural*
I sat	we sat
you sat	you sat
she sat	they sat

PAST PARTICIPLE of sit is sat

Singular	*Plural*
I have sat	we have sat
you have sat	you have sat
it has sat	they have sat

Activity 27

Go to the ACTIVITIES SECTION, page 23, and follow instructions.

Activity 28

Go to the ACTIVITIES SECTION, page 23, and follow instructions.

Activity 29

Go to the ACTIVITIES SECTION, page 23 and follow instructions.

RAISE – RISE

Meaning of Raise – to lift, to set upright
Example: Raise the bridge. (to lift)
Raise the flower that fell. (set upright)

Meaning of Rise – to get up, to move up, come up
Example: All rise for the judge. (to get up)
She will rise to become president. (to move up)

HINTS TO HELP

1. Keep this summary of tenses in mind when deciding which word to choose.

	Present	*Past*	*Past Participle*
raise =	raise	raised	raised
rise =	rise	rose	risen

2. Raise needs an object.
3. Rise does not need an object.

SHALL – WILL

Refer to page 23, Future Tense Section. Notice that *shall* is used in the FUTURE TENSE, first person. Other tenses use *will.*

SHOULD – WOULD

1. Should and would are past tenses of shall and will and are used in their place.
2. *Should* shows a condition when referring to the present and used with *I* and *we* as subjects. (I should visit her.)
3. *Would* shows a condition when referring to the present and used the same as will.

Activity 30

Go to the ACTIVITIES SECTION, page 25, and follow instructions.

DO ANY TWO OF THE THREE JOBS GIVEN

Job 13

Go to the ACTIVITIES SECTION, page 28.

Job 14

Go to the ACTIVITIES SECTION, page 29.

Job 15

Go to the ACTIVITIES SECTION, page 30.

Congratulations on
completing another Section.
Only TWO more to go . . . . . .

CAPITALIZATION

You are coming close to the end of this unit on Written Communications. Although this section is one of the last, it is VERY IMPORTANT.

Besides making thoughts clearer for the reader, capital letters are powerful tools that help to SHAKE the reader's **ATTENTION** OF COURSE, LIKE ANYTHING ELSE, OVER-CAPITALIZATION MAY TURN THE READER OFF.

Don't let this section TuRn YoU OFF ..... LET'S GO GO GO GO GO GO GO

Although capitalization is sometimes used in business correspondence for effect, there are well-established rules that apply to any type of writing. A few of these rules are given here. A good business reference manual will help you solve most capitalization problems.

1. *Capitalize* the first word of a sentence.
2. *Capitalize* proper nouns and adjectives that come from them.
   - Proper nouns — are the names of specific persons, places, things. (Gloria, Madrid, Stanislaus National Forest, Ford car)
   - Adjectives — modify nouns (in this case sometimes called proper adjectives because they refer to proper nouns) Example: *South American*
3. *Capitalize* the days of the week, the months of the year and holidays or special events. (Monday, May, Easter, National Secretary Week)
4. *Capitalize* the *first* letters of the main words in titles of books, newspapers, and magazines. *Underline* the remaining letters.
   Stockton Record, *Newsweek*, *Polk's City Directory*
   Note: Styles differ from business to business
5. *Capitalize* names of points of the compass when they refer to specific parts of the country or when used with other proper names. *Do not* capitalize when they show simple direction or compass points.
6. *Capitalize* important events and documents. (World Series, Annual Sale)

7. *Capitalize* nouns that come before a figure. Unit 58 Line 45 Code 8

8. *Capitalize* religions, languages, races, and nationalities.
   Baptist Spanish Indian Chinese

9. *Capitalize* the pronoun *I* anywhere in the sentence.

10. *Capitalize* titles *preceding* professional, business, civic, religious, military, and family names.
    Assemblyman Brown The Reverend Mr. Williams Chairperson Lu

    Titles following names are not usually capitalized unless the person is a high government official.
    Jose Martinez, chairperson of the .....
    Mr. McDuff, Assemblyman of .....

    A title that refers to a certain person and is used in place of the person's name is capitalized.
    Does Dad have a day off tomorrow?
    The Mayor of San Francisco issued a statement.

    When words occur that are not used in place of personal names, they are not capitalized.
    Our dad does have a day off tomorrow.

    Titles of office holders in organizations are usually capitalized when they are in minutes, rules, or reports.

Activity 31

Go to the ACTIVITIES SECTION, page 35, and follow instructions.

* * * DO EITHER ONE OF THE FOLLOWING TWO JOBS * * *

Job 16

Go to the ACTIVITIES SECTION, page 36.

Job 17

Go to the ACTIVITIES SECTION, page 36.

ONE MORE SECTION TO GO AND YOU ARE FINISHED WITH
WRITTEN COMMUNICATIONS ...34.....

COMPOSING SIMPLE MESSAGES

Can we bring it all together? Are we ready to write simple, clear notes or messages while on the job? Here is a true story that caused some problems.

Bill's boss said this to him while on her way to a meeting early Monday morning.

"Bill, would you please put a notice on the employees' bulletin board? Tell them there will be a meeting tomorrow in Room 3 for anyone interested in the Clerk III exam coming up next week."

"What time is the meeting, Ms. Washington?" asked Bill.

"Oh, make it 2 p.m." Ms. Washington replied as she rushed out.

Bill typed this message:

IMPORTANT NOTICE

All employees interested in the Clerk III exam should meet in Room 3 tomorrow at 2:00 p.m.

He tacked the notice on the board about 9 a.m. Monday morning.

Karen was sick Monday and stayed home from work. Tuesday she felt fine and came to work. As she passed the Employees Bulletin Board, she scanned the announcements. To her surprise and delight, she read Bill's note about the Clerk III meeting.

"Great! I sure want to find out about that exam. I've been waiting for months. This is my chance to advance. I'll be the first one there tomorrow." she thought to herself.

On Wednesday, at 2 p.m. Karen was the only person in that room. She remained there until 2:15. When no one else showed up, she left feeling very confused and very, very angry.

Activity 32

Go to the ACTIVITIES SECTION, page 39, and follow instructions.

Here are a few simple rules to follow when composing messages or notes while on the job.

- Be sure of your facts. Ask the person giving you the information to repeat it if your're not sure.
- Check the calendar for dates.
- Try to keep your sentences short.
- After the message has been composed and typed, PROOFREAD it carefully for:
  1. Correct facts.
  2. Spelling errors.
  3. Typing errors, especially numbers involving dates and time.

Some of your notes or messages will be done in your own handwriting. Please write clearly. KEEP THAT READER IN MIND.

You will be given a series of JOBS. Each JOB requires the composing of a message. Try to make your messages short, clear, correct, and complete. If dates are necessary, use the current calendar year.

Job 18

Go to the ACTIVITIES SECTION, page 38, and follow instructions.

Job 19

Go to the ACTIVITIES SECTION, page 38, and follow instructions.

Job 20

Go to the ACTIVITIES SECTION, page 38, and follow instructions.

CONTRATULATIONS! You have just taken a giant step on the road to clear written communications. Now that you have completed this unit, be sure to take the Post-test.

WRITTEN COMMUNICATIONS

Teacher's Guide

This unit on Written Communications has been created to meet the following Performance Objectives: *

Number	
116.01.01	Given 20 sentences, some of which are incomplete, the student will identify the incomplete sentences with 80% accuracy.
116.01.02	Given 5 incomplete sentences, the student will rewrite them into complete sentences with 80% accuracy.
116.01.03	Given a dictionary and 5 sentences containing errors in word usage, the student will correct the sentences with 80% accuracy.
116.01.04	Given simple/compound sentences with punctuation omitted, the student will punctuate the sentences with 80% of the sentences punctuated accurately.
116.01.05	Given 5 simple sentences with capitalization not indicated, the student will capitalize where necessary with 80% accuracy.
116.01.06	Given a job-related situation requiring a note or message, the student will write a brief statement which conveys the essence of the message and contains no serious defects in word usage or punctuation.

The total Written Communications module consists of:

A Teacher Guide containing:
- ...A Pre-Test
- ...Two Post-tests
- ...Answers to the Pre- and Post-Tests
- ...Answers to the student ACTIVITIES and JOBS
- ...General Information

A nonconsumable student booklet called a "Student Manual" containing what is to be learned.

A consumable student workbook called "Student Working Papers" containing:
- ...Student Progress Charts
- ...Exercises arranged so that the student does the work on the pages provided.
- ...Answers to the exercises.

Three prerecorded cassette tapes.

*As stated in the *California Business Education Program Guide for Office & Distributive Occupations* developed by the Bureau of Business Education, California State Department of Education.

Materials necessary for implementation of this unit:

1. Every student must have a pen, pencil or typewriter.

2. A tape recorder (listening only) is required for three activities at the end of the unit. If individualized instruction is being used, earphones for the tape recorder should be provided.

3. Several good dictionaries. (Standard college dictionaries such as Funk & Wagnalls or Merriam-Webster)

4. Not absolutely necessary but good to have:
   ...Several Secretarial Manuals from various publishers.
   ...Business English textbooks from various publishers.
   ...Copies of English textbooks used in the local school system. (Grades nine through twelve)
   ...Several copies of good Handbooks to English. (For example, Harbrace or McGraw-Hill)
   ...Subscription to the local daily newspaper.

5. Material from publishing companies to be used by students who need more help than this unit can provide. The teacher should *prescribe,* rather than have the student browse through.

Teacher Preparation

Before going further, it is *strongly* recommended that the teacher read through the student booklet. This will help you understand several points being made in the remaining pages of this Teacher Guide. It is also suggested that the teacher skim the student exercises called ACTIVITIES and JOBS.

The examples created in much of the total work are aimed toward a broad business world. This was done because students working in the Common Core may have many different goals from "seeing what it's all about" to specific job classifications in Office or Distributive Occupations.

This unit is fairly long with much student activity. Survey after survey, advisory committees, local business people, teachers and tests indicate that students have difficulty writing. The Written Communications unit provides some of that needed practice so necessary for skill improvement.

General Statements

Certain points need to be made in order to use this unit of instruction effectively.

1. Writing is a skill. To improve that skill, practice under direction is vital.

2. Written communications cannot be "taught" or "learned" through one unit of instruction. The teacher must monitor student's work in such a manner that grammar, punctuation, spelling, and sentence structure will constantly be in the forefront no matter what the student is doing. For example, all messages taken from telephone conversations in the Telephone Unit or students asking questions concerning the Ten Key Adding Machine Unit must comply with good English techniques.

3. Themes, essays, compositions or any form of written communications the student embarks upon requires much teacher input. Unless the teacher guides the student through written exercises, little is accomplished. The student's work must be read and the teacher's reactions given soon after a problem is completed. Long time lapses between problem completion and teacher comments, or no teacher input results in minimal skill development. Good class management with students acting as aides will help to release the teacher so papers may be checked "on the spot".

4. The teacher needs to be well verse in materials available for further study should students require additional help. These materials must be ready to use and pertinent to the individual student's problem.

5. Articulation with the English Department of the local school system is necessary. Rapport should be established. The English Department could be made a part of the Business Team.

6. Students should be encouraged to read as much as possible. Reading does help writing skills. Office or Distributive Occupation material should be readily available.

7. The material covered in this unit is not everything one needs to know about Written Communications to work in business. It teaches to the six objectives listed earlier, and for office students, it leaves room to expand in the Office Core and the various job classifications.

Evaluation of Student Progress

As was mentioned earlier, Written Communications needs teacher input. You cannot give students this Unit and have them *do their own thing*. The Unit is designed to allow students to read and practice what they read through individual work assignments called ACTIVITIES. Your input comes into the picture through work assignments called JOBS.

1. ACTIVITIES

Immediately upon completing an ACTIVITY, a student checks his work against a key that is provided within the UNIT. This allows for immediate feedback to the student as to his understanding of the material just covered. If the student does well, he moves on in the Unit. Should he run into trouble, the CHART refers him to the teacher. This safety valve helps the student contact the teacher when performance indicates that help is required.

Notice that there are times in the ACTIVITIES Section of the Unit where the student is directed to go no further until the teacher has checked his PROGRESS CHART. It is hoped that this can be done right in the classroom during class time rather than to have the student hand in the sheet and wait several days for it to be returned. The PROGRESS CHART is so designed that a quick glance reveals:

a. Students acceleration rate. (Date Completed Column)

b. Students overall success:

...If there are many check marks in the "See Your Teacher Right Away" section, you know the student is having a problem with this Unit.

...If most check marks are concentrated in the Excellent section, you may wish to ask a few simple questions pertaining to the content of the unit completed by the student thus far.

If *satisfactory* answers are given, sign the PROGRESS CHART and encourage the student to continue.

If *unsatisfactory* answers occur, there are several assumptions that could be checked out. For example, the student may have forgotten, had a difficult time with self-evaluation or just plain cheats. Your positive approach towards job competency skills should help overcome this problem.

2. JOBS

JOBS are completed by the student and turned in to the teacher for approval. The JOBS are constructed in such a manner that students must create some form of written communications, observe misuses of grammar, etc. Your PROMPT return of the student's work gives that person encouragement, a sense of progress and above all, a feeling that someone cares.

None of the JOBS involve much work on your part. You will, however, discover areas where remedial or supplemental help is required.

Please evaluate each paper according to these values:

Good – meaning that everything is satisfactory.

Fair – meaning that there was a slight problem; however, in your judgment, it can be remedied by a simple teacher comment.

See me – Here is where you, as an instructional strategist, could really provide the necessary expertise. The student must see you for further help. This help comes in a multitude of shapes and styles. You, as an individual teacher, now have the unusual and unique opportunity to provide what no text or printed paper can . . . the one-to-one human touch.

Teaching Strategies

The word "strategy" comes from the military and at one time meant the office of a general (generalship) or the leader of an army (Greek). Now one of its meanings is a plan or technique to achieve some goal. It is important that this concept be kept in mind when implementing the Unit. As a leader who knows various methods and techniques, you will create plans to improve your

Teaching Strategies, continued

students' skills. If you are attempting to individualize your class, this unit is but one arrow in your arsenal. What follows are some suggestions on how to use the arrow effectively. You will certainly find other ways. Perhaps the best way for some students might be *not* to use the unit at all! Not everyone learns the same way.

One of the *benefits* of individualization is that it can quickly point to flaws in skill development. One of the *hazards* is that this newly discovered flaw could easily remain just that unless the teacher is a good manager. The PRE-TEST will help you discover flaws. It will be up to you to decide what to do after the discovery. Below are several possibilities:

1. The PRE-TEST is divided into Five Parts. The *Student Working Papers* are also divided into five parts, each part corresponding to the PRE-TEST parts. A student should only work through the *Unit* and *Student Working Papers* that correspond to the parts he/she failed on the PRE-TEST. Failure would be less than 70%.

2. If the PRE-TEST shows the student missing over half of the questions, you could assume several possibilities:
   a. This student is poor in most English skills.
   b. This student may be deficient in reading.
   c. This student couldn't care less about Written Communications.

3. Whatever else you do, it seems that a reading test should be priority Number One. If the student is reading at the 6th grade level or below, you should have some plan in mind to help bring that skill up. No, we are not reading experts. Your school system should be able to help you. Knowing who is having problems in reading is a must because this flaw will affect everything the student does in your class.

4. If the PRE-TEST score was very low and reading is not the problem, have the student go through the unit, but monitor him carefully. The low score may be attitudinal and you could greatly influence that attitude by showing that you really care.

Students should be able to help other students. There should be a freedom (within reason) to discuss some of the work with other students, especially when the JOBS are being done.

The student may show a weakness in only one area out of six in this Unit. Don't hesitate to have her do that area only and skip the rest. Why bore someone with unnecessary activity.

Records are important. Records are not so important that they interfere with the teaching process. Have students keep their own records as much as possible. It gives them instant feedback as to progress as well as a feeling of trust and responsibility.

Give students as much of an opportunity to compose messages outside of this Unit as you can.

1. Late-to-class or absent students should compose an acceptable message to the teacher stating the time, date, and reason.
2. Requests for individual help might take the form of a written message placed in a certain tray, tacked on a board or whatever. The teacher would take the messages on a rotational basis and only if written in acceptable grammar, etc. (This is a working system in one classroom in this state. Recently a message came through with the student's name and one word . . . HELP! . . . Certainly an acceptable, clear message that brought quick teacher response.)

As was stated in the *General Comments* section, page 3, of this Teacher Guide, material must be available for students who need more practice, further explanation, or a different approach to thepresentation of the concept. The teacher should rely heavily on assigning material from various publishers. Each author has a slightly different method or technique. One strategy that might be used is this sentence:

1. The student just finished Simple Sentences, page 7 and you discover that she cannot recognize a simple sentence. Create a special plan for her. It might be wise to have a sheet of paper and actually construct the plan in her presence. The plan would spell out exactly what she is to do and include the amount of time both you and she feel it could be done.
2. In this case you might assign her some reading about the simple sentence in a book such as *English 2600* by Blumenthal published by Harcourt, Brace & World. If her reading level is low, she might be assigned the Junior High text in the same series (*English 2200*).
3. You file the plan in a tickler file.
4. On the due date, or before if she finishes early, you could give her an oral test, or assign something from *English the Easy Way* by Schachter, South-Western Publishing Co. or the *Troubleshooter* series by Benner published by Houghton Mifflin Co. as a test of her knowledge and understanding of a simple sentence.

These brief side trips into other texts are invaluable simply because you are calling on experts to help you solve a particular problem. You will find that five or so copies of each text will be enough to take care of most of your needs. The books listed above are but a few in the field. Conventions, workshops, other teachers, English teachers, and publishing company sales representatives are good sources for meeting your particular requirements.

Grading

The Performance Objective (see top of first page of Teacher Guide to Common Core, Written Communications) calls for 80% accuracy as passing. This could also be defined as a "C" letter grade. Your philosophy, the department's policy, or local job requirements might determine deviations from the 80% figure.

Some teacher may wish to have a student work through the entire unit with only one goal in mind . . . to pass the final Post-Test. Others may feel that grading an ACTIVITY or JOB now and then helps students. Still others may wish to grade *everything* a student does. The Unit was designed for maximum flexibility and could fit any of the above.

Final Tip . . . . .Make a copy of each audio tape in case the master is destroyed.

TEACHER KEY TO PRE-TEST

PART ONE

A.

1. I
2. C
3. I
4. C
5. C
6. I
7. I
8. I
9. C
10. I
11. C
12. C
13. C
14. I
15. I
16. C
17. I
18. I
19. C
20. I

B.

Any one of the following sentences should be rewritten to completion.

1 10
3 14
6 15
7 17
8 18
20

PART TWO

26. no comma
27. of course,
28. cabinets, however,
29. no comma
30. Bishop,
31. Yes,
32. equipment,
33. Manager, Lewis,
34. Monday, Tuesday, Wednesday,
35. 3,

PART THREE

36. shall
37. are
38. set
39. lie
40. lay

PART FOUR

41. We
42. English
43. Chairperson, Mary Wright
44. Row
45. Saturday

PART FIVE

Situation One is worth three points:

46. Are all facts given?
47. Are there complete sentences?
48. Is word usage or punctuation correct?

Situation Two is worth two points:

49. Are all facts given?
50. Are there complete sentences?

Total score for this test is 50. The Performance Objectives call for 80% passing. A 40 score would be passing.

TEACHER KEY TO POST TEST No. 1

PART ONE

A.

1. C
2. C
3. I
4. I
5. C

6. I
7. I
8. C
9. C
10. C

11. I
12. C
13. I
14. I
15. I

16. C
17. C
18. I
19. C
20. I

B.

Any one of the following sentences should be rewritten to completion.

3 11
4 13
6 14
7 15
18
20

PART TWO

26. 9,
27. June, July, August, and,
28. Clerk, Tucker,
29. meeting,
30. yes,
31. Santa Cruz,
32. no comma
33. will, however,
34. course,
35. no comma

PART THREE

36. lay
37. lie
38. set
39. are
40. shall

PART FOUR

41. We
42. Spanish
43. Chairperson, Jim Chan
44. Section
45. Tuesday

PART FIVE

Situation One is worth three points:

46. Are all facts given?
47. Are there complete sentences?
48. Is word usage or punctuation correct?

Situation Two is worth two points:

49. Are all facts given?
50. Are there complete sentences?

Total score for this test is 50. The Performance Objectives call for 80% passing. A 40 score would be passing.

PART ONE

Teacher Key to Post Test No. 2

A.

1. I
2. I
3. C
4. C
5. C

6. C
7. C
8. C
9. I
10. I

11. C
12. I
13. I
14. I
15. I

16. C
17. I
18. C
19. I
20. C

B.

Any one of the following sentences should be rewritten to completion.

1
2. 14
9 15
10 17
12 19
13

PART TWO

26. 3,
27. May, June, July,
28. Wong, Manager,
29. Wong,
30. No,
31. San Diego,
32. no comma
33. , however,
34. children, course,
35. no comma

PART THREE

36. shall
37. lay
38. set
39. lie
40. are

PART FOUR

41. Wednesday
42. Line
43. Carlos Flores
44. Chinese
45. It

PART FIVE

Situation One is worth three points:

46. Are all facts given?
47. Are there complete sentences?
48. Is word usage or punctuation correct?

Situation Two is worth two points:

49. Are all facts given?
50. Are there complete sentences?

Total score for this test is 50. The Performance Objectives call for 80% passing. A 40 score would be passing.

Teacher Key to
ACTIVITIES AND JOBS

Activity 1
Answers in text.

Activity 2
Answers in text.

Activity 3
1. The electric typewriter
2. The principal, Ms. Cooper
3. Everyone
4. Mr. Hernandez
5. The latest office furniture
6. he
7. You and I
8. Most file cabinets
9. She
10. I

Activity 4
1. was trying to finish
2. gave us a new assignment
3. at the end of the day (and) were all tired
4. is not always easy
5. campaigned for office
6. Slowly moving across the street was
7. called for a meeting
8. wondered what would happen
9. typed the minutes of the last meeting
10. quite

Activity 5
Sentences that are *not complete* are:
2., 3., 5., 7., 10.

Activity 6
Suggested complete sentences.
2. She will be back later.
3. After it stops raining, I will go.
5. John will go with me.
7. I can't operate the Call Director!
10. I will go, if it's possible.

Activity 7
Suggested Sentences.

Situation A — Paul and I went for a long walk yesterday.
Situation B — Last night Jim waited on tables and worked the counter.
Situation C — Mary and Ann attend school and have part-time jobs.

Activity 8
1. *circle* = but
   underline = The salesperson tried to close the sale
   underline = our customer desired more product information
2. *circle* = and
   underline = We were falling behind in our work
   underline = none of us knew why
3. *circle* = for
   underline = He was sorry to see her go
   underline = he knew she was a good worker
4. *circle* = or
   underline = Clare is going for the job interview today
   underline = she will not go at all
5. *circle* = and
   underline = She fired him for a good cause
   underline = he did not argue with her about the decision.

Activity 9
1. No. 1768, No. 18790 No. 9860
2. salesperson, Williams
3. No,
4. Thursday, however,
5. office, though,
6. Bakersfield, California
7. red, green, blue, brown, white,
8. Tuesday,
9. Yes, Tuesday, 9,
10. time, course,

Activity 10

1. vacation,
2. clock; therefore,
3. vacation,
4. soon,
5. year; consequently,
6. July,
7. year,
8. Lassen; however,
9. home; thus,
10. important,

Activity 11

1. 6
2. 2
3. 1
4. 3
5. 3
6. 5
7. 6
8. 2
9. 5
10. 1

Activity 12

1. no punctuation in sentence
2. Johnson, receptionist, typewriter; however,
3. files, cabinets, labels (and) Lori, Ralph
4. no punctuation in sentence
5. Yes,
6. November,
7. no punctuation in sentence
8. year; nevertheless
9. San Jose, California
10. No, Modesto; however,

Activity 13

1. streets
2. boxes
3. children
4. teeth
5. knives
6. companies
7. women
8. sheep
9. losses
10. cupfuls

Activity 14

Suggested solutions

1. The streets are wet.
2. These boxes were heavy.
3. The children are playing.
4. Her teeth were clean.
5. Those knives are sharp.
6. The three companies were merging.
7. Most women are going to vote.
8. Bill's sheep were lost.
9. Her losses were heavy.
10. Three cupfuls were called for.

Activity 15

1. talk
2. do
3. did
4. was
5. is
6. are
7. are
8. was
9. is
10. Yes

Activity 16

1. seems
2. are
3. Have
4. is
5. was
6. take
7. hangs
8. has
9. has
10. is having

Activity 17

1. was
2. is
3. was
4. makes
5. has
6. is
7. are
8. were
9. are
10. was

Activity 18

	Person	Singular	Plural
1.	1	leave	leave
	2	leave	leave
	3	leaves	leave
2.	1	eat	eat
	2	eat	eat
	3	eats	eat
3.	1	drive	drive
	2	drive	drive
	3	drives	drive
4.	1	swim	swim
	2	swim	swim
	3	swims	swim
5.	1	write	write
	2	write	write
	3	writes	write
6.	1	file	file
	2	file	file
	3	files	files

Activity 19

No answers

Activity 20

	Person	Singular	Plural
1.	1	left	left
	2	left	left
	3	left	left
2.	1	ate	ate
	2	ate	ate
	3	ate	ate
3.	1	drove	drove
	2	drove	drove
	3	drove	drove
4.	1	swam	swam
	2	swam	swam
	3	swam	swam
5.	1	wrote	wrote
	2	wrote	wrote
	3	wrote	wrote
6.	1	filed	filed
	2	filed	filed
	3	filed	filed

Activity 21

no answers

Activity 22

	Person	Singular	Plural
1.	1	shall leave	shall leave
	2	will leave	will leave
	3	will leave	will leave
2.	1	shall eat	shall eat
	2	will eat	will eat
	3	will eat	will eat
3.	1	shall drive	shall drive
	2	will drive	will drive
	3	will drive	will drive
4.	1	shall swim	shall swim
	2	will swim	will swim
	3	will swim	will swim
5.	1	shall write	shall write
	2	will write	will write
	3	will write	will write
6.	1	shall file	shall file
	2	will file	will file
	3	will file	will file

Activity 23

1. bring
2. doesn't
3. threw
4. were
5. shall
6. has
7. doesn't
8. are
9. shall
10. have

Activity 24

1. lies
2. lay
3. lie
4. lies
5. lays

Activity 25

Both spelled and pronounced the same
lay

Activity 26

1. circle = lie
   blank in sentence = lay
   blank below sentence = Past Tense, Plural
2. circle = lie
   blank in sentence = lay
   blank below sentence = Past Tense, Singular
3. circle = lay
   blank in sentence = lay
   blank below sentence - Present Tense, Plural
4. circle = lie
   blank in sentence = lie
   blank below sentence = Present Tense, Plural (lie) or Past Tense Plura (lay)
5. circle = lay
   blank in sentence = lay
   blank below sentence = Present Tense, Plural
6. circle = lay
   blank in sentence = laid
   blank below sentence = Past Tense, Plural
7. circle = lie
   blank in sentence = lies
   blank below sentence = Present Tense, Present Tense Singular (lies) or Past Tense Singular (lay)
8. circle = lay
   blank in sentence = lay
   blank below sentence = Present Tense, Plural
9. circle = lie
   blank in sentence = lay
   blank below sentence = Past Tense, Plural
10. circle = lie
    blank in sentence = had lain
    blank below sentence = Past Participle, Singular

Activity 27

1.	sit	3.	set	5.	set
2.	sat	4.	sit		

Activity 29

1. circle = sit
   blank in sentence = sat
   blank below sentence = Past Tense, Singular
2. circle = set
   blank in sentence = set
   blank below sentence = Past Tense, Singular
3. circle = sit
   blank in sentence = sat
   blank below sentence = Past Participle, Plural
4. circle = set
   blank in sentence = set
   blank below sentence = Past Tense, Singular
5. circle = sit
   blank in sentence = sat
   blank below sentence = Past Tense, Plural
6. circle = sit
   blank in sentence = sat
   blank below sentence - Past Participle,Singular
7. circle = set
   blank in sentence = set
   blank below sentence = Present Tense, Plural
8. circle = set
   blank in sentence = set
   blank below sentence = Past Participle, Singular
9. circle = sit
   blank in sentence = sit
   blank below sentence = Present Tense, Plural
10. circle = set
    blank in sentence = set
    blank below sentence = Past Tense, Plural

Activity 30

1.	rising	4.	will	7.	sit	10.	would
2.	set	5.	raise	8.	lie		
3.	lying	6.	should	9.	shall		

Activity 31

1.	The	4.	It Chevrolet	7.	She Spanish
2.	In	5.	Someone East	8.	no Capitalization
3.	Mrs. Jones	6.	no Capitalization	9.	I Susanville Times Yosemite
				10.	no Capitalization

Activity 32

IMPORTANT NOTICE
All employees interested in the Clerk III exam should meet
in Room 3 tomorrow, Tuesday, June 12, at 2:00 p.m.

****

Job 1
no answers necessary

Job 2

Dear Mr. Palmer:

I am sorry but I cannot pay my bill this month. It has been very difficult for me especially since the fire.

Being a reasonable person, I'm sure you will understand my problem.
Things will be much better next month and I promise to pay then.
Thank you very much.

Sincerely yours,

Job 3

Dear Student:

empty?	s	thin?	s	Christmas?	s	is?	c
job.	c	summer.	s	machine?	s	you	c
catch?	s	skill.	s	work.	c	bills.	c

Job 4 no answers necessary **Job 5** **Job 6** **Job 7** **Job 8** **Job 9** **Job 10** no answers necessary **Job 11**

Activity 25

Both spelled and pronounced the same
lay

Activity 26

1. circle = lie
   blank in sentence = lay
   blank below sentence = Past Tense, Plural
2. circle = lie
   blank in sentence = lay
   blank below sentence = Past Tense, Singular
3. circle = lay
   blank in sentence = lay
   blank below sentence - Present Tense, Plural
4. circle = lie
   blank in sentence = lie
   blank below sentence = Present Tense, Plural (lie) or Past Tense Plura (lay)
5. circle = lay
   blank in sentence = lay
   blank below sentence = Present Tense, Plural
6. circle = lay
   blank in sentence = laid
   blank below sentence = Past Tense, Plural
7. circle = lie
   blank in sentence = lies
   blank below sentence = Present Tense, Present Tense Singular (lies) or Past Tense Singular (lay)
8. circle = lay
   blank in sentence = lay
   blank below sentence = Present Tense, Plural
9. circle = lie
   blank in sentence = lay
   blank below sentence = Past Tense, Plural
10. circle = lie
    blank in sentence = had lain
    blank below sentence = Past Participle, Singular

Activity 27

1.	sit	3.	set	5.	set
2.	sat	4.	sit		

Activity 29

1. circle = sit
   blank in sentence = sat
   blank below sentence = Past Tense, Singular
2. circle = set
   blank in sentence = set
   blank below sentence = Past Tense, Singular
3. circle = sit
   blank in sentence = sat
   blank below sentence = Past Participle, Plural
4. circle = set
   blank in sentence = set
   blank below sentence = Past Tense, Singular
5. circle = sit
   blank in sentence = sat
   blank below sentence = Past Tense, Plural
6. circle = sit
   blank in sentence = sat
   blank below sentence - Past Participle,Singular
7. circle = set
   blank in sentence = set
   blank below sentence = Present Tense, Plural
8. circle = set
   blank in sentence = set
   blank below sentence = Past Participle, Singular
9. circle = sit
   blank in sentence = sit
   blank below sentence = Present Tense, Plural
10. circle = set
    blank in sentence = set
    blank below sentence = Past Tense, Plural

Activity 30

1.	rising	4.	will	7.	sit	10.	would
2.	set	5.	raise	8.	lie		
3.	lying	6.	should	9.	shall		

Activity 31

1. The
2. In
3. Mrs. Jones
4. It Chevrolet
5. Someone East
6. no Capitalization
7. She Spanish
8. no Capitalization
9. I Susanville Times Yosemite
10. no Capitalization

Activity 32

IMPORTANT NOTICE
All employees interested in the Clerk III exam should meet
in Room 3 tomorrow, Tuesday, June 12, at 2:00 p.m.

****

Job 1
no answers necessary

Job 2

Dear Mr. Palmer:

I am sorry but I cannot pay my bill this month. It has been very difficult for me especially since the fire.

Being a reasonable person, I'm sure you will understand my problem.
Things will be much better next month and I promise to pay then.
Thank you very much.

Sincerely yours,

Job 3

Dear Student:

empty?	s	thin?	s	Christmas?	s	is?	c
job.	c	summer.	s	machine?	s	you	c
catch?	s	skill.	s	work.	c	bills.	c

Job 4 **Job 5** **Job 6** **Job 7** **Job 8** **Job 9** **Job 10** **Job 11**
no answers necessary no answers necessary

Job 12

Present Tense of choose

	Singular	*Plural*
First Person	I choose	we choose
Second Person	you choose	you choose
Third Person	it chooses	they choose

Past Tense of choose

First Person	I chose	we chose
Second Person	you chose	you chose
Third Person	she chose	they chose

Future Tense of Choose

First Person	I shall choose	we shall choose
Second Person	you will choose	you will choose
Third Person	he will choose	they will choose

Present Tense of begin

First Person	I begin	we begin
Second Person	you begin	you begin
Third Person	it begins	they begin

Past Tense of begin

First Person	I began	we began
Second Person	you began	you began
Third Person	she began	they began

Future Tense of begin

First Person	I shall begin	we shall begin
Second Person	you will begin	you will begin
Third Person	he will begin	they will begin

Present Tense of build
All forms are build

Past Tense of build
All forms are built

Future Tense of build
All forms are build

Job 14

1. lie – present tense, singular
2. sat – past tense, singular
3. lay – past tense, singular
4. lain – past part., singular
5. set – present tense, singular
6. sat – past tense, singular
7. lies – present tense, plural
8. lay – present tense, singular
9. lay – past tense, plural
10. sit – present tense, plural

Job 15–16

no answers necessary

Job 17

This is a rough assignment. I never did one of these before. My teacher, Ms. Taylor, said the resume is a very important tool for job hunting. Mr. Smith and the Reverend Mr. Collings gave their approval so I'll be able to use them as references. Now what other facts do I have to gather?

I had some babysitting experience with the mayor's children. Oh yea, delivering the L. A. Times for six months last year should be included.

Should I mention traveling down South Labor Day. I'll ask Ms. Taylor. My being president of our F.B.L.A. club must be listed. Perhaps it would be easier if I started writing these facts down.

See next page for Job 18.

Teacher Key to the three audio tapes for JOBS 18, 19, and 20.

General Points:

1. Students should, if at all possible, try to listen to the tape only once.

2. These are *suggested* solutions. Students may create messages of superior quality. Some could easily find these too cold and would rather humanize their messages. (Hi ya, Bill. How's everything?) All well and good, however, watch for wordiness, appropriateness, and good taste.

3. Sentences should be complete. (Not verbatim from the tape.)

4. Punctuation and word usage should be accurate.

Job 18

Carl

Mr. Gomez asked me to write you this note. Move the Mom's Root Beer next to the potato chips tonight. Mr. Gomez thinks we might sell more chips because of the special on Mom's this weekend.

Jerry

Points to look for:

. . . Name of person note intended for . . . Carl
. . . Writer should say that Mr. Gomez told him to do this.
. . . What should Carl do? . . . move the root beer next to the chips.
. . . Explain why Mr. Gomez wants this done . . . sale this weekend might sell more chips.
. . . Either typed or signed name of writer . . . Jerry

Job 19

Larry

Mr. Coleman in Accounting called. He wants to know what happened to the order for 1,000 invoices he placed with us last Thursday.

Stan

Points to look for:

. . . Name of person note intended for . . . Larry
. . . Are all facts there:
    1. Mr. Coleman in Accounting called
    2. What happened to the order?
    3. 1,000 invoices ordered.
    4. Ordered last Thursday
. . . Either typed or signed name of writer . . . Stan

Teacher Key to the three audio tapes for JOBS 18, 19, and 20, continued.

Job 20

To Sandwich Machine Vendor
Machine Number 3 is giving the wrong change. Please repair.

Ms. Yee

Points to look for:

. . . What machine is causing trouble? . . . No. 3
. . . What is wrong? . . . giving wrong change
. . . Either typed or signed name of writer.

Mrs. Hope
When you were sick last week Monday, May 4, you used your last day of sick leave. If you have any questions, please see Ms. Washington.

Ms. Yee

Points to look for:

. . . Name of person note intended for . . . Mrs. Hope
. . . Are all the facts there:
1. Besides the day of the week (Monday), it is always wise to put the calendar number in.
2. Used last day of sick leave.
3. Any questions, see Ms. Washington.

. . . Either typed or signed name of writer . . . Ms. Yee

TABLE OF CONTENTS

A. COMPLETE AND INCOMPLETE SENTENCES
B. REWRITING INCOMPLETE SENTENCES

Activities 1 through 8 1
Jobs 1 through 3 5
Key to Activities 1 through 8 and Jobs 1 through 3 7-8

PUNCTUATION

Activities 9 through 12 9
Jobs 4 through 6 12
Key to Activities 9 through 12 and Jobs 4 through 6 14

WORD USAGE

Activities 13 through 30 15
Jobs 7 through 15 26
Key to Activities 13 through 30 and Jobs 7 through 15 31-34

CAPITALIZATION

Activity 31 35
Jobs 16 and 17 36
Key to Activity 31 and Jobs 16 and 17 37

COMPOSING SIMPLE SENTENCES

Activity 32 38
Jobs 18 through 20 38
Key to Activity 32 and Jobs 18 through 20 39

STUDENT PROGRESS CHART

ACTIVITIES

Note to Student

As soon as you finish an ACTIVITY, fill out this chart. If you had 7 or more correct answers, go on in the Unit. If you had 6 or less answers correct, see your teacher right away before going on.

Number of Activity	Date Completed	NUMBER YOU HAD RIGHT									
		See your Teacher Right Now						Fair		Good	Excellent
		1	2	3	4	5	6	7	8	9	10
3											
4											
5											
Show this chart to your teacher before moving on. _____ (Teacher Signature) _____ (Date)											
9											
10											
11											
12											
13											
14											
15											
16											
17											
Show this chart to your teacher before moving on. _____ (Teacher Signature) _____ (Date)											
23											
26											
29											
30											
31											
Show this chart to your teacher before moving on _____ (Teacher Signature) _____ (Date)											

STUDENT PROGRESS CHART

JOBS

Note to Student

As soon as you complete a JOB, hand it in to your teacher. As soon as your teacher returns the JOB to you, fill in this PROGRESS CHART. Only JOBS that need to be corrected by the teacher are to be recorded here.

JOB Number	Date Handed in to Teacher	Date Teacher Returned JOB	Good	Fair (Student Check One)	See Me
1					
3					
4					
5					
6					
8					
9					
10					
11					
13					
14					
16					
17					
18					
19					
20					

ACTIVITY 1

Place a check on the line in front of the following group of words that you find confusing.

_____ 1. This typewriter is
_____ 2. There always
_____ 3. Our August first report
_____ 4. Since this table is weak
_____ 5. The bill was

(Turn this paper upside down for the answer:)

Every line should be checked since not one group makes sense.

ACTIVITY 2

In the space below either type or use your best handwriting and make each one of the group of words in ACTIVITY 1 a complete sentence.

1. This typewriter is

2. There always

3. Our August first report

4. Since this table is weak

5. The bill was

(Turn this paper upside down for the answers)

(Each sentence should name something and tell what it is or something about what was named.)

1. This typewriter is old.
2. There always will be a need for good writers.
3. Since this table is weak, we will not use it.
4. The bill was paid.
5. Our August first report was late.

ACTIVITY 3

Draw a line under the entire SUBJECT part of each of the ten sentences below.

1. The electric typewriter could be ordered in blue or tan.
2. The principal, Ms. Cooper, visited classes yesterday.
3. Everyone agreed to an election.
4. Mr. Hernandez was also a member of our group.
5. The latest office furniture seems very comfortable.
6. In his rush he forgot his briefcase.
7. You and I worked overtime.
8. Most file cabinets will be moved later this week.
9. She was not a dependable person.
10. I quit.

(See the key on page 7 for the correct answers)

ACTIVITY 4

Draw a line under the entire PREDICATE part of each of the ten sentences below.

1. Jim was trying to finish.
2. Mrs. Hom gave us a new assignment.
3. At the end of the day we were all tired.
4. Being a good worker is not always easy.
5. "Nat" Brown campaigned for office.
6. Slowly moving across the street was Ms. Lewis.
7. Our new office manager, Mrs. Garcia, called for a meeting.
8. Each of us wondered what would happen.
9. He typed the minutes of the last meeting.
10. I quit.

CO

(See the key on page 7 for the correct answers)

ACTIVITY 5

Some of the ten sentences below are complete while others are not. Place a check mark on the line in front of those sentences that are *not complete.*

____ 1. Sue went to the new office supply store for file folders.
____ 2. She be back later.
____ 3. After it stops raining.
____ 4. Someone must answer the phone in Miss Lee's absence.
____ 5. John.
____ 6. John can't answer the phone because he doesn't know how to operate the Call Director.
____ 7. Can't operate the Call Director!
____ 8. Mr. Lopez will be there.
____ 9. We will want him on the phones all morning.
____10. If it's possible.

(See the key on page 7 for the correct answers)

ACTIVITY 6

There were five incomplete sentences in ACTIVITY 5. In the space below, type or use your best handwriting and rewrite those five sentences to make them complete.

1.

2.

3.

4.

5.

(See the key on page 7 for suggested answers)

ACTIVITY 7

Read the facts in each one of the situations. In the space below each situation, compose a simple sentence using one of the four combinations you have just studied. You may type the sentence or use your best handwriting.

Situation A

I have a friend whose name is Paul. We love to walk. Yesterday we went for a long walk. (Construct a sentence showing a *compound subject* and a predicate. When you finish, look up a suggested answer in the key on page 7).

Situation B

Jim waits on tables in a local restaurant. Last night there was a shortage of help because Tom didn't show up for work. Tom takes care of the counter. Jim had to do his own work as well as Tom's. (Construct a sentence showing a subject and a *compound predicate.* When you finish, look up a suggested answer in the key on page 7).

Situation C

Mary goes to school. She also has a part-time job. She met this nice girl in one of her classes named Ann. When they got to talking, Mary was surprised that Ann was working part-time too. (Construct a sentence showing a *compound subject* and a *compound predicate.* When you finish, look up a suggested answer in the key on page 7).

ACTIVITY 8

In the group of sentences below, circle the conjunction and underline the independent clauses in each compound sentence.

1. The salesperson tried to close the sale, but our customer desired more product information.
2. We were falling behind in our work, and none of us knew why.
3. He was sorry to see her go, for he knew she was a good worker.
4. Clare is going for the job interview today, or she will not go at all.
5. She fired him for a good cause, and he did not argue with her about the decision.

(See the key on page 7 for the correct answers)

JOB 1

Listen to your friends, relatives, classmates or fellow workers as they speak for the next two days. Keep a list of incomplete sentences that were used. Below each incorrectly used sentence, compose a correct one. Give the list with corrections to your teacher.

JOB 2

Correct the following paragraphs by rewriting or retyping them. Then check your work with the key in the back of this section.

Dear Mr. Palmer:

I am sorry. But I cannot pay my bill this month. It has been very difficult for me. Especially since the fire. Understand?

You are a reasonable person. I'm sure. And I promise. I'll get it together next month. For sure.

Thanking you in advance. I remain

Sincerely yours,

JOB 3

Notice the letter below. After each sentence there is a blank line. You are to identify each sentence as to whether it is a SIMPLE or a COMPOUND sentence. If you believe the sentence is SIMPLE, put a capital S on the line after the sentence. If you believe the sentence is COMPOUND, put a capital C on the line after the sentence.

After you finish identifying the sentences, look up the letter in the Student Key on Page 8 and compare your answers with those given. If you had 3 or more wrong, review the pages on Simple and Compound sentences in the Unit again.

Dear Student:

Is your gas tank always empty? _____ Is your wallet usually pretty thin? _____ Do you have problems finding cash for Christmas? _____ Is month only a word to you, and you haven't had any around long enough to know what it really is? _____ YOUR WORRIES ARE OVER!

Learn a skill, and you'll be able to find a part-time or full-time job. _____ A skill such as typewriting might be just what someone is willing to pay for this summer. _____ What about the Ten-Key Adding machine? _____ You could find a nice office job with that skill, and it could be the beginning of a whole new career for you. _____

What's the catch? _____ The catch is to learn the skill. _____ It doesn't take too long, but it does require some hard work. _____ Why not get busy NOW, and start planning on replacing the dust in your wallet with some green bills. _____

Student Key to
ACTIVITIES and JOBS

Activity 1

Answers in text.

Activity 2

Answers in text.

Activity 3

1. The electric typewriter
2. The principal, Ms. Cooper
3. Everyone
4. Mr. Hernandez
5. The latest office furniture
6. he
7. You and I
8. Most file cabinets
9. She
10. I

Activity 4

1. was trying to finish
2. gave us a new assignment
3. at the end of the day (and) were all tired
4. is not always easy
5. campaigned for office
6. Slowly moving across the street was
7. called for a meeting
8. wondered what would happen
9. typed the minutes of the last meeting.
10. quit

Activity 5

Sentences that are *not complete*
2, 3, 5, 7, 10

Activity 6

Suggested complete sentences.

2. She will be back later.
3. After it stops raining, I will go.
5. John will go with me.
7. I can't operate the Call Director!
10. I will go, if it's possible.

Activity 7

Suggested sentences.

Situation A — Paul and I went for a long walk yesterday.

Situation B — Last night Jim waited on tables and worked the counter.

Situation C — Mary and Ann attend school and have part-time jobs.

Activity 8

1. circle = but
   underline = The salesperson tried to close the sale
   Underline = our customer desired more product information
2. circle = and
   underline = We were falling behind in our work
   underline = none of us knew why
3. circle = for
   underline = He was sorry to see her go
   underline = he knew she was a good worker
4. circle = or
   underline = Clare is going for the job interview today
   underline = she will not go at all
5. circle = and
   underline = She fired him for a good cause
   underline = he did not argue with her about the decision.

Job 1

no answers necessary

Job 2

Dear Mr. Palmer:

I am sorry but I cannot pay my bill this month. It has been very difficult for me, especially since the fire.

Being a reasonable person, I'm sure you will understand my problem.

Things will be much better next month and I promise to pay then.

Thank you very much.

Sincerely yours,

Job 3

Dear Student:

empty S thin? S Christmas? S is? C job. C summer. S

machine? S you C catch? S skill. S work. C bills. C

ACTIVITY 9

Place commas in each of the following simple sentences. When you finish, check your work with the answer key on Page 14.

1. Invoices • 1768 • 18790 • 9860 and • 9870 must be checked.
2. Our salesperson Denise Williams will see you Tuesday.
3. No Tuesday is not a holiday.
4. Next Thursday however we do have a day off.
5. This office though will remain open on that day.
6. Be sure to notify the Bakersfield California manager.
7. Please order one of each of the following colors: red green blue brown white and yellow.
8. Did you say Ms. Williams will be here Tuesday April 9?
9. Yes Tuesday April 9 Mr. Montoya will expect to see her here.
10. Being here on time of course is her problem.

ACTIVITY 10

Try punctuating the following sentences. When you finish, check your work with the answers in the key on Page 14.

1. Each employee is entitled to a vacation and all of us should begin planning early.
2. A list of dates will be posted on the bulletin board near the time clock therefore all employees should be planning their vacation time right now.
3. Some of us would rather have a winter vacation or time off in the late fall has certain advantages.
4. The key to your vacation lies in thinking about it soon but postponing the decision can lead to real problems in scheduling.
5. I never worried about when to take my vacation last year consequently all time slots were scheduled when I finally wanted to go fishing.
6. John and Carol want to leave for Yosemite in July but a heavy work load and few employees may force them to change months.
7. I would like to travel this year but my old car simply will not make a long trip.
8. Since many vacations are spent in the mountains, I may go to Mt. Lassen however that old car will be a constant worry.
9. Perhaps it would be best to stay home thus the house would receive a new coat of paint.
10. Planning that vacation early is going to be very important and I'm going to start right now.

Example: I sat in the large chair. (sat) set)

Past tense, singular

1. I _____ by the window every day last week. (sit, set)

_____

2. He _____ the new scale down gently. (sit, set)

_____

3. The machines have _____ there for months. (sit, set)

_____

4. Did you see him _____ that down? (sit, set)

_____

5. After the race, they all _____ on the lawn. (sit, set)

_____

6. The cat has _____ in that position for hours. (sit, set)

_____

7. Most of us _____ out to do a good job. (sit, set)

_____

8. You have _____ the pace for us to follow. (sit, set)

_____

9. Do all of you _____ around like this each day? (sit, set)

_____

10. Last weekend we watched the fishermen _____ their lines. (sit, set)

_____

ACTIVITY 11

This activity will help you to review the rules listed on pages 11-12. On the blank in front of each sentence, put the number of the rule that best explains the reason for the comma in that sentence.

RULE NO.

_____ 1. I am leaving for Santa Barbara, California right now.

_____ 2. This year my birthday is Friday, November 21.

_____ 3. Yes, next week we are moving into this new building.

_____ 4. I believe, however, that some of the staff will stay here.

_____ 5. Of course, we all want to go.

_____ 6. Don't forget to take the adding machines, typewriters, and calculators.

_____ 7. Is that place close to Sonoma, California?

_____ 8. December, 1970 seemed colder than December, 1971.

_____ 9. Those old newspapers, paper bags, and boxes must be destroyed.

_____10. No, you simply cannot leave early.

ACTIVITY 12

Some of the following sentences need punctuation. Put the commas in and check your work with the key in the back of this section *after* you complete ACTIVITY 12.

1. Raquel and Monica are both accurate and speedy typists.

2. Joline Johnson the receptionist requested a new typewriter however a quick review of the budgets shows this to be impossible.

3. The Personnel Department ordered two dozen files three file cabinets and four dozen file labels but the manager held up that order until Lori Ralph and Pat discussed the filing problem.

4. There will be a NO on that order until the problem is solved.

(ACTIVITY 12 continued on next page)

5. Yes the job interview was held this morning.

6. The fields were very dry during the month of November 1975.

7. Rains finally came in January along the Sierra foothills.

8. The student store kept losing money each month last year nevertheless this year the new DECA club decided to operate it.

9. Are we opening a new branch in San Jose California?

10. No the new branch will be opened in Modesto however we are also considering Stockton as a possible point for new business.

JOB 4

Look through a current newspaper and find examples of sentences with punctuation that fits the six rules on pages 11-12. Find at least two examples of each rule. You may cut the examples out and paste or tape them to a blank sheet of paper or you may wish to copy them from the paper. If you copy, you may type or use your best handwriting. BE SURE TO IDENTIFY THE RULE FOR EACH SENTENCE. Put your name, Written Communications and Job 4 on you paper.

JOB 5

Look through a current newspaper and find examples of the following:

- Five simple sentences
- Five compound sentences
- Three examples of conjunctive adverbs.

(Job 5 continued on next page)

You may cut the examples out and paste or tape them to a blank sheet of paper or you may wish to copy them from the paper. If you copy, you may type or use your best handwriting. BE SURE TO IDENTIFY EACH SENTENCE YOU FIND. Put your name, Written Communications, and Job 5 on your paper.

JOB 6

Do the following:

1. Compose two sentences illustrating each of the six rules on pages 11-12. State the rule first, then compose two sentences, then give the next rule and compose two sentences, and so on.

2. Compose one compound sentence using each of the following conjunctions: and but or.

3. Compose one compound sentence using each of the following conjunctive adverbs: therefore however thus otherwise consequently.

You may type the sentences or write them in your best handwriting. BE SURE TO IDENTIFY EACH SENTENCE YOU FIND. Put your name, Written Communications and JOB 6 on your paper.

Student Key to
ACTIVITIES and JOBS

Activity 9

1. • 1768, • 18790, • 9870,
2. Salesperson, Williams,
3. No,
4. Thursday, however,
5. office, though,
6. Bakersfield, California
7. red, green, blue, brown, white,
8. Tuesday,
9. Yes, Tuesday, 9,
10. time, course,

Activity 10

1. vacation,
2. clock; therefore,
3. vacation,
4. soon,
5. year; consequently,
6. July,
7. year,
8. Lassen; however,
9. home; thus,
10. important,

Activity 11

1. 6
2. 2
3. 1
4. 3
5. 3
6. 5
7. 6
8. 2
9. 5
10. 1

Activity 12

1. no punctuation in sentence
2. Johnson, receptionist, typwriter; however,
3. Files, cabinets, labels, (and) Lori, Ralph
4. no punctuation in sentence
5. Yes,
6. November,
7. no punctuation in sentence
8. year; nevertheless,
9. San Jose, California
10. No, Modesto; however,

Jobs 4 – 5 – 6

No answers needed

ACTIVITY 13

You are given a list of singular nouns. Using a typewriter or your best handwriting make each one plural. Check your work with the key in the back of this section when you are finished.

Singular Noun	Plural Noun
1. street	
2. box	
3. child	
4. tooth	
5. knife	
6. company	
7. woman	
8. sheep	
9. loss	
10. cupful	

ACTIVITY 14

You are given ten nouns. Each noun has a verb. On a separate sheet of paper compose a sentence for each one of the nouns, using the verbs provided. You *must* change the noun to plural. Do not change the verb. You may type or use good handwriting. When you finish, look in the key for suggested answers.

	Noun	Verb
1.	street	are
2.	box	were
3.	child	are
4.	tooth	were
5.	knife	are
6.	company	were
7.	woman	are
8.	sheep	are
9.	loss	are
10	cupful	were

ACTIVITY 15

If the verb agrees with the subject in the following sentences, put *yes* in the blank in front of the sentence.

If the verb does not agree with the subject, cross out the wrong verb and write the correct one above it.

When you finish, check your work with the key on Page 31.

(ACTIVITY 15 continued on next page)

____ 1. I talks all day long in school.

____ 2. You does not do your homework.

____ 3. Yes, I do it.

____ 4. My friend, Connie, were a little tired today.

____ 5. She are the best friend in the whole world.

____ 6. You is going home early every day.

____ 7. They is going to the movie tonight.

____ 8. I were at that movie last night.

____ 9. That movie are not good.

____10. The movie last week was very good.

ACTIVITY 16

Choose the correct verb and write it in the blank in front of each sentence. When you finish, check your work with the key on page 31.

_____ 1. Neither person (seem, seems) to be home.

_____ 2. In the office (is, are) large file cabinets.

_____ 3. (Has, Have) you had an interview this morning?

_____ 4. The group (is, are) going to have a party tonight.

_____ 5. A new jury (was, were) listening to the judge.

_____ 6. Going from left to right, you (take, takes) it first.

_____ 7. On the left wall (hang, hangs) the sales chart.

_____ 8. Another person (has, have) applied for the job.

_____ 9. Everybody (has, have) applied for it.

_____10. Bill, with two others, (is having, are having) a problem.

ACTIVITY 17

Choose the correct verb and write it in the blank in front of each sentence. When you finish, check your work with the key on page 31.

_____ 1. This $155 (was, were) contributed to the club.

_____ 2. There (is, are) 23 members present.

_____ 3. An adding machine or typewriters (was, were) to be traded.

_____ 4. A pen and pencil (makes, make) a nice gift for any student.

_____ 5. The number of machines (has, have) increased in most offices.

_____ 6. A check or credit card (is, are) acceptable from the customer.

_____ 7. Football and basketball (is, are) two common sports in our country.

_____ 8. A number of fans (was, were) disappointed because the game was sold out.

_____ 9. Here (is, are) the sales slips you asked for.

_____ 10. Each dog and cat (was, were) kindly treated.

ACTIVITY 18

Write the PRESENT SENSE, singular and plural, all three persons for the following words. When you finish check your work with the key on page 32.

Word	Person	Singular	Plural
1. leave			
2. eat			
3. drive			
4. swim			
5. write			
6. file			

ACTIVITY 19

Observe how the words *run go do am have* change as the tense changes. Do this by comparing the PRESENT TENSE on page 22 with the PAST TENSE on page 23 of the Student Manual.

ACTIVITY 20

Write the PAST TENSE, singular and plural, all three persons for the following words. When you finish, check your work with the key on Page 32.

Word	Person	Singular	Plural
1. leave			
2. eat			
3. drive			
4. swim			
5. write			
6. file			

ACTIVITY 21

Observe how the words *run do go am have* change as the tense changes. Do this by comparing the PRESENT TENSE, PAST TENSE, AND FUTURE TENSE on pages 22 and 23.

ACTIVITY 22

Write the FUTURE TENSE, singular and plural, all three persons for the following words. When you finish, check your work with the key on Page 32.

(ACTIVITY 22 continued on next page)

Word	Person	Singular	Plural
1. leave			
2. eat			
3. drive			
4. swim			
5. write			
6. file			

ACTIVITY 23

There are two verbs enclosed in parentheses in each of the sentences below. Choose the one that will make the sentence correct and write it in the blank in front of the sentence. When you finish, check your work with the key in the back of this section.

_____ 1. I (bring, brung) my lunch every other day.

_____ 2. He (don't, doesn't) come with his lunch.

_____ 3. The horse (throw, threw) the rider yesterday.

_____ 4. We (was, were) going to the meeting today.

_____ 5. I (will, shall) take a friend with me.

_____ 6. Dorothy (have, has) a very fine new coat.

_____ 7. It (doesn't, don't) seem right.

_____ 8. Most students (are, is) happy to see vacation come.

_____ 9. We (shall, will) need several new machines.

_____ 10. You (have, has) the old machines ready.

ACTIVITY 24

Choose the correct word in paretheses and write it in the blank at the left of each sentence. When you finish, check your choices with the answers in the key.

_____ 1. The paper (lies, lays) on the floor.

_____ 2. Did she (lay, lie) those papers on my desk?

_____ 3. I am going to (lay, lie) in the sun.

_____ 4. He (lies, lays) in bed all day long.

_____ 5. He (lies, lays) the money on the counter.

ACTIVITY 25

Compare the PRESENT TENSE OF *lay* with the PAST TENSE OF *lie*.

Can you see why problems occur? For the answer, turn to the key on Page 33.

ACTIVITY 26

Instructions:

1. Choose the right verb given in the parentheses after each sentence. Circle your choice.
2. Write the correct tense form in the blank within the sentence.
3. Write the tense form used on the long blank line below each sentence. (Use the table on page 24-25.)
4. When you finish, check your answers with the key on page 33.

(ACTIVITY 26 continued on next page)

Example: I laid the book on the table. (lie, lay)

Past tense, singular

1. We _____ on the beach all day long. (lie, lay)

_____

2. The thought of paying the rent _____ heavy on her mind. (lie, lay)

_____

3. That dog _____ in the sun all morning. (lie, lay)

_____

4. Several stopwatches _____ ready for the race to begin. (lie, lay)

_____

5. Because the girls _____ in the sun all day, they had problems with sunburned backs. (lie, lay)

_____

6. We _____ the heavy log down. (lie, lay)

_____

7. The snake _____ there ready to strike. (lie, lay)

_____

8. Did they _____ the new tile on our floor? (lie, lay)

_____

9. Later all of the snakes _____ there waiting. (lie, lay)

_____

10. I know yesterday that snake _____ waiting for a long time. (lie, lay)

_____

ACTIVITY 27

Choose the correct word in parentheses and write it in the blank at the left of each sentence. When you finish, check your choices with the answers in the key.

_____ 1. Many people (sit, set) at a desk all day long.

_____ 2. I have (sat, set) many hours waiting.

_____ 3. Did you (sit, set) the alarm?

_____ 4. That story did not (sit, set) right with me.

_____ 5. He just (sit, set) it down and walked away.

ACTIVITY 28

Compare the PRESENT TENSE and PAST TENSE of sit with the PRESENT TENSE and PAST TENSE of set.

ACTIVITY 29

Instructions:

1. Choose the right verb given in the parentheses after each sentence. Circle your choice.

2. Write the correct tense form in the blank within the sentence.

3. Write the tense form used in the long blank line below each sentence. (Use the tables on page 26 of the Student Manual.

4. When you finish, check your answers with those in the back of this section.

(ACTIVITY 29 continued on next page)

ACTIVITY 30

Choose the correct word in parentheses and write it in the blank at the left of each sentence. When you finish, check your choices with the answers in the key.

_____ 1. The sun, (raising, rising) over Mt. Shasta, was a beautiful sight.

_____ 2. The speaker told us to (set, sit) our goals high.

_____ 3. The seeds are (laying, lying) in storage.

_____ 4. You (shall, will) be there early.

_____ 5. Do you (raise, rise) house plants?

_____ 6. I (would, should) have no trouble finding it.

_____ 7. If I'm late, please (set, sit) and wait.

_____ 8. That dog will just (lie, lay) there day after day.

_____ 9. We (shall, will) close the store at noon.

_____ 10. They (would, should) rather stay on the job.

JOB 7

Using one of the source books suggested, look up the following in the index and read that author's explanation and presentation.

Nouns, plural
Pronouns, person
Verbs, parts or definition

Suggested Source Books

High School English Textbook
Any Handbook of English

(JOB 7 continued on next page)

Some Office Reference Manuals
Some dictionaries
Business English Textbooks

You do not hand anything in to the teacher. When you finish the job, go to page 18 in the Student Manual and continue reading.

JOB 8

Listen very carefully to others speak for the next two days. Keep a list of mistakes you hear involving singular/plural disagreement. Type or use good handwriting and give your list to the teacher. For each mistake you list, make the proper correction. Your name, Written Communications and JOB 8 should be on the paper.

Construct a longer sentence for each of the group of words listed in GUIDE ONE. For example: *I talk to my friend daily.*

Type or use good handwriting and give your sentences to the teacher. Be sure JOB 8 is on this paper also.

JOB 9

Look through a current newspaper and find one example for each of the ten GUIDES. Either cut the copy out of the paper and tape or paste each example (along with a copy of the proper GUIDE), or copy each one by typing or using your best handwriting. When you finish, give your paper to the teacher. Remember to put JOB 9 on your paper as well as your name.

JOB 10

Construct two sentences for each of the ten GUIDES. First give the GUIDE, then your two sentences, then the next GUIDE, and your two sentences, etc.

When you finish, give your paper to the teacher. Be sure JOB 10 and your name is on it.

JOB 11

Correct and re-type the following paragraphs. When you finish, give your paper to the teacher. Is JOB 11 as well as your name on the paper?

Jim and Paul was going to the park. Each were thinking about the ballgame. As they came close to the stadium, a familiar aroma was in the air. Hot dogs and hamburgers was being sold. Everyone were buying one, but the two boys had just enough money for the tickets.

Jim, along with Paul, were very excited. Everyone were shoving and pushing, but they finally got in. "Is you going to find a seat," asked Paul?

Jim said, "No, I are going to stand."

Paul didn't think this ar- very funny.

"Here come the team on the field," yelled Paul.

Now both teams were ready to go. The home-team captain, along with two players, were introduced. Everything was all set to go.

"Stop!" screamed Paul.

Everyone in the stadium were looking at Paul. It was awfully quiet. The loudspeaker made this announcement:

JIM OR PAUL IS GOING TO FIND A SEAT FIRST.

JOB 12

Write the PRESENT TENSE, PAST TENSE, FUTURE TENSE, singular and plural, all three persons for the words that are given.

When you finish, check your work with the key on Page 34.

choose begin build

Do two out of the three JOBS given below: Jobs 13, 14 or 15.

JOB 13

Some people say the most difficult words to use correctly in sentences are shall/will, lie/lay, sit/set. What do you think? Would you like to take a mini survey?

Ask students, friends or family (not members of the class doing this section) several questions and record your answers. Give the results to your teacher. Try asking about ten people.

Questions:

1. Which is correct?

   a. I am going to lie down.
   b. I am going to lay down.

2. Which is correct?

   a. I shall go home.
   b. I will go home.

3. Which is correct?

   a. They will sit the TV in place.
   b. They will set the TV in place.

4. Which is correct?

   a. Lie it over there.
   b. Lay it over there.

JOB 14

Ask someone to *slowly* read the following sentences while you listen. Immediately after each sentence is read, make a choice of either lay/lie or sit/set.

When all ten sentences have been read, compare your answers with those in the key provided on Page 34. If you made any mistakes, find out why by going to the proper section in the unit.

After you finish, give your answer sheet to your teacher. Be sure that JOB 14 is on it.

List of Sentences

Directions to reader: THE SENTENCE SHOULD BE READ TWICE – once with each word.

Example: I (lay, lie) down.
Reader reads: "I lay down."
"I lie down."

1. I want to (lie, lay) in bed and watch TV.
2. You (set, sat) for hours patiently waiting.
3. During vacation, I (lay, laid) and watched TV all night.
4. That man has (lain, laid) there for several hours.
5. Eva (set, sat) the gift on our supervisor's desk.
6. The supervisor (set, sat) down and opened it.
7. The responsibility (lays, lies) on the team.
8. Our governor tried to (lay, lie) the law down.
9. We tried to (lay, lie) around all day.
10. These sentences just don't (sit, set) right.

JOB 15

Using one of the source books suggested, look up the following in the index and read the author's explanation and presentation.

Words that confuse
Troublesome Verbs
Lie/lay
Sit/set
Raise/rise
Shall/should

Suggested Source Books

High School English Textbooks
Any Handbook of English
Some Office Reference Manuals
Business English Textbooks

You do not hand anything in to the teacher. When you finish this JOB, go to the Student Manual, page 29, and continue reading.

Student Key
to
ACTIVITIES and JOBS

Activity 13

1. streets
2. boxes
3. children
4. teeth
5. knives
6. companies
7. women
8. sheep
9. losses
10. cupfuls

Activity 14

Suggested solutions

1. The streets are wet.
2. These boxes were heavy.
3. The children are playing.
4. Her teeth were clean.
5. Those knives are sharp.
6. The three companies were merging.
7. Most women are going to vote.
8. Bill's sheep were lost.
9. Her losses were heavy.
10. Three cupfuls were called for.

Activity 15

1. talk
2. do
3. did
4. was
5. is
6. are
7. are
8. was
9. is
10. Yes

Activity 16

1. seems
2. are
3. Have
4. is
5. was
6. take
7. hangs
8. has
9. has
10. is having

Activity 17

1. was
2. are
3. were
4. makes
5. has
6. is
7. are
8. were
9. are
10. was

Activity 18

	Person	Singular	Plural
1.	1	leave	leave
	2	leave	leave
	3	leaves	leave
2.	1	eat	eat
	2	eat	eat
	3	eats	eat
3.	1	drive	drive
	2	drive	drive
	3	drives	drive
4.	1	swim	swim
	2	swim	swim
	3	swims	swim
5.	1	write	write
	2	write	write
	3	writes	write
6.	1	file	file
	2	file	file
	3	files	file

Activity 19

No answers

Activity 20

	Person	Singular	Plural
1.	1	left	left
	2	left	left
	3	left	left
2.	1	ate	ate
	2	ate	ate
	3	ate	ate
3.	1	drove	drove
	2	drove	drove
	3	drove	drove
4.	1	swam	swam
	2	swam	swam
	3	swam	swam
5.	1	wrote	wrote
	2	wrote	wrote
	3	wrote	wrote
6.	1	filed	filed
	2	filed	filed
	3	filed	filed

Activity 21

No answers

Activity 22

	Person	Singular	Plural
1.	1	shall leave	shall leave
	2	will leave	will leave
	3	will leave	will leave
2.	1	shall eat	shall eat
	2	will eat	will eat
	3	will eat	will eat
3.	1	shall drive	shall drive
	2	will drive	will drive
	3	will drive	will drive
4.	1	shall swim	shall swim
	2	will swim	will swim
	3	will swim	will swim
5.	1	shall write	shall write
	2	will write	will write
	3	will write	will write
6.	1	shall file	shall file
	2	will file	will file
	3	will file	will file

Activity 23

1. bring
2. doesn't
3. threw
4. were
5. shall
6. has
7. doesn't
8. are
9. shall
10. have

Activity 24

1. lies
2. lay
3. lie
4. lies
5. lays

Activity 25

Both spelled and pronounced the the same – lay

Activity 26

1. circle = lie
   blank in sentence = lay
   blank below sentence = Past Tense Plural
2. circle = lie
   blank in sentence = lay
   blank below sentence = Past Tense, Singular
3. circle = lay
   blank in sentence = lay
   blank below sentence = Present Tense, Singular
4. circle = lie
   blank in sentence = lie
   blank below sentence = Present Tense, Present Tense Plural (lie) or Past Tense Plural (lay)
5. circle = lay
   blank in sentence = lay
   blank below sentence = Present Tense, Plural
6. circle = lay
   blank in sentence = laid
   blank below sentence = Past Tense, Plural
7. circle = lie
   blank in sentence = lies
   blank below sentence = Present Tense, Present Tense Singular (lies) or Past Tense Singular (lay)
8. circle = lay
   blank in sentence = lay
   blank below sentence = Present Tense, Plural
9. circle = lie
   blank in sentence = lay
   blank below sentence = Past Tense Plural
10. circle = lie
    blank in sentence = had lain
    blank below sentence = Past Participle, Singular

Activity 27

1. sit
2. sat
3. set
4. sit
5. set

Activity 29

1. circle = sit
   blank in sentence = sat
   blank below sentence = Past Tense, Singular
2. circle = set
   blank in sentence = set
   blank below sentence = Past Tense, Singular
3. circle = sit
   blank in sentence = sat
   blank below sentence = Past Participle, Plural
4. circle = set
   blank in sentence = set
   blank below sentence = Past Tense, Singular
5. circle = sit
   blank in sentence = sat
   blank below sentence = Past Tense, Plural
6. circle = sit
   blank in sentence = sat
   blank below sentence = Past Participle Singular
7. circle = set
   blank in sentence = set
   blank below sentence = Present Tense, Plural
8. circle = set
   blank in sentence = set
   blank below sentence - Past Participle, Singular
9. circle = sit
   blank in sentence = sit
   blank below sentence = Present Tense, Plural
10. circle = set
    blank in sentence = set
    blank below sentence = Past Tense, Plural

Activity 30

1. rising
2. set
3. lying
4. will
5. raise
6. should
7. sit
8. lie
9. shall
10. would

Jobs 7 through 11

No key necessary

Job 12

Present Tense of choose

	Singular	*Plural*
1st Person	I choose	we choose
2nd Person	you choose	you choose
3rd Person	it chooses	they choose

Past Tense of choose

1st Person	I chose	we chose
2nd Person	you chose	you chose
3rd Person	she chose	they chose

Future Tense of choose

1st Person	I shall choose	we shall choose
2nd Person	you will choose	you will choose
3rd Person	he will choose	they will choose

Present Tense of begin

	Singular	*Plural*
1st Person	I begin	we begin
2nd Person	you begin	you begin
3rd Person	it begins	they begin

Past Tense of begin

1st Person	I began	we began
2nd Person	you began	you began
3rd Person	she began	they began

Future Tense of begin

1st Peron	I shall begin	we shall begin
2nd Person	you will begin	you will begin
3rd Person	he will begin	they will begin

Job 13

no key necessary

Present Tense of build

All forms are build

Past Tense of build

All forms are built

Future Tense of build

All forms are build

Job 14

1. lie – present tense, singular
2. sat – past tense, singular
3. lay – past tense, singular
4. lain – past participle, singular
5. set – present tense, singular
6. sat – past tense, singular
7. lies – present tense, plural
8. lay – present tense, singular
9. lay – past tense, plural
10. sit – present tense, plural

Job 15

No key necessary

ACTIVITY 31

Capital letters are required in some of these sentences. On a separate sheet of paper, type or handwrite each sentence with a problem.

Note: Some sentences may be all right. Do not copy them.

When you finish, check your work with the key on Page 37.

1. the long walk down our country lane to the school bus stop was not very pleasant in the winter.
2. in fact, it was always cold with that north wind blowing.
3. Mrs. jones, our driver, had the heater going full blast.
4. it was a new chevrolet bus that came with a radio.
5. someone said this bus was made out east.
6. The driver was also mayor of a small town near school.
7. she could speak spanish fluently.
8. In fact, many of us learned the language from her.
9. i read in the susanville times that we might take a field trip to yosemite this summer.
10. My dad drove us there last year.

JOB 16

Look through several current newspapers for two examples of each of the ten capitalization rules that were given.

1. Type or handwrite each rule.

2. Under each rule, type or handwrite the example you found. If you prefer, you may cut the example out and tape it under the rule.

When you finish, give your paper to the teacher. Be sure JOB 16 is on it.

JOB 17

Recopy the following paragraphs. Make all necessary corrections in capitalization.

You may type or handwrite the letter. When you finish, give your paper to the teacher. Be sure JOB 17 is on it.

this is a rough assignment. i never did one of these before. my teacher, ms. taylor, said the resume is a very important tool for job hunting. mr. smith and the reverend mr. collings gave their approval so i'll be able to use them as references. now what other facts do i have to gather?

i had some babysitting experience with the mayor's children. Oh yea, delivering the l.a. times for six months last year should be included.

should i mention traveling down south labor day? i'll ask ms. taylor. My being president of our f.b.l.a. club must be listed. perhaps it would be easier if i started writing these facts down.

Activity 31

1. The
2. In
3. Mrs. Jones
4. It Chevrolet
5. Someone East
6. no Capitalization
7. She Spanish
8. no Capitalization
9. I Susanville Times Yosemite
10. no Capitalization

Job 16

no key necessary

Job 17

This is a rough assignment. I never did one of these before. My teacher, Ms. Taylor, said the resume is a very important tool for job hunting. Mr. Smith and the Reverend Mr. Collings gave their approval so I'll be able to use them as references. Now what other facts do I have to gather?

I had some babysitting experience with the mayor's children. Oh yea, delivering the L. A. Times for six months last year should be included.

Should I mention traveling down South Labor Day. I'll ask Ms. Taylor. My being president of our F.B.L.A. club must be listed. Perhaps it would be easier if I started writing these facts down.

ACTIVITY 32

Rewrite Bill's message. When you finish, compare your work with the message in the Student Key located on Page 39.

JOB 18

You are a day grocery clerk. The day manager, Mr. Gomez, comes to you and asks you to leave a note for Carl, the night clerk. Check out the tape for this unit and listen to Mr. Gomez give you his message.

1. Write the note for the night clerk.
2. Give it to your teacher
3. Wait for the teacher to check your work before you go to Job 19.

JOB 19

You are the secretary to Ms. Washington, Personnel Manager. Your name in this problem is Ms. Yee. Ms. Washington calls you into her office. You walk in with a pad and pencil.

Check out the tape for this unit and listen to Job 19. You will need a pencil and paper to take some notes. Try to listen to the tape one time only without stopping or replaying it. By doing this, you will make the situation a little more like the real thing. Take rough notes, then from those notes, compose the messages.

JOB 20

You are working in the duplicating department and your name is Stan. The phone rings. You're the only person there so you answer.

1. Check out the tape for this unit.
2. Have paper and pencil ready.
3. Play the tape through once, taking rough notes.
4. From your rough notes, compose the required message.

Activity 32

IMPORTANT NOTICE

All employees interested in the Clerk III exam should meet
in Room 3 tomorrow, Tuesday, June 12, at 2:00 P.M.

Jobs 18–19–20

No key. Hand in to teacher.

_____ _____
(Your Name) (Your Score)

COMMON CORE
Written Communications
PRE-TEST

Take this test before you have worked in the Written Communications Unit. After you have taken the test, give it to your teacher. The test is not timed. Do not use books or notes to help you with the questions. You may write on the test paper with pen or pencil.

PART ONE

A. Complete and Incomplete Sentences (.01)

Instructions: Put a C in the blank in front of the following sentences if they are complete. Put an I in the blank in front of the sentences that are not complete.

Example: 0. __I__ The bike.

1. ___ On my new job.
2. ___ They told me to type labels.
3. ___ The addresses for the labels.
4. ___ Accuracy was very important.
5. ___ In fact, some boxes were sent back because the labels were not typed accurately.

6. ___ After the labels were typed and glued to the boxes.
7. ___ Most of the labels that John and Linda typed yesterday.
8. ___ John said the ZIP codes.
9. ___ A directory was used to look up ZIP codes for every city.
10. ___ When the Post Office returned four boxes because of errors on the labels.

11. ___ The supervisor was angry.
12. ___ There was no reason for this.
13. ___ We were to type slowly and proofread our work carefully.
14. ___ Since John typed rapidly.
15. ___ Most of the errors were caus .

16. ___ Linda tried.
17. ___ Because she typed carefully.
18. ___ The proofreading that Linda did.
19. ___ After all that trouble, we became good label typists.
20. ___ Even the supervisor said.

B. Rewriting Incomplete Sentences (.02)

Instructions: There are at least 5 incomplete sentences in Part One A above. In the 5 spaces on the following page, write the number of an incomplete sentence and complete it.

_____
(Your Name)

Example: 0. __C__ The bike is new.

21. ____
22. ____
23. ____
24. ____
25. ____

PART TWO Punctuation **(.04)**

Instructions: If you believe there should be a comma in any of the sentences below, put one in. If you believe no comma is necessary, leave the sentence as it is.

26. They moved the desk and typewriter to the other side of the room.
27. Of course it's closer to our Customer Service Counter.
28. The file cabinets however remained against the wall.
29. No I was not considered when they told us to move.
30. They want this office to look exactly like the one in Bishop California.

31. Yes it was a surprise to me.
32. The movers came in the morning with their equipment and we all went to work in the Purchasing Department while the move was made.
33. The Purchasing Department Manager Al Lewis had the work all planned.
34. He though we would be working Monday Tuesday Wednesday and Thursday.
35. We actually worked May 3 19 —.

PART THREE Word Usage **(.03)**

Instructions: Write the correct word in each blank in the sentences below.

36. I (will, shall)_____ dust the shelves.
37. The Work Permits (is, are) _____ here for our summer aides.
38. Will you (sit, set) _____ the desk down slowly?
39. The dictionary must (lie, lay) _____ open ready for use.
40. Did she (lie, lay) _____ the dictionary down?

PART FOUR Capitalization **(.05)**

Instructions: Underline the letter or letters that need to be capitalized in the following sentences.

41. we tried to change the sales approach.
42. The indians could identify edible plants.
43. We asked chairperson mary wright to speak.
44. They had tickets to seats in row 48.
45. That game will be played saturday afternoon.

PART FIVE Composing **(.06)**

Instructions: There are two situations given on the next page. Compose a simple message, using the space on the next page, for each situation.

SITUATION ONE: Write a note to your employer stating:
...you want to leave work early
...15 minutes early tomorrow
...pick up your car before garage closes

SITUATION TWO: Write a message to your supervisor stating:
...you will be at the meeting
...tomorrow
...1:00 p.m.
...Room 15

SITUATION 1 NOTE:

SITUATION 2 MESSAGE:

(Your Name) _____ (Your Score) _____

COMMON CORE

Written Communications

POST TEST NO. 1

Take this test after you have completed your work in the Written Communications Unit. After you have taken the test, give it to your teacher. The test is not timed. Do not use books or notes to help you with the questions. You may write on the test paper with pen or pencil.

PART ONE

A. Complete and Incomplete Sentences **(.01)**

Instructions: Put a C in the blank in front of the following sentences if they are complete. Put an I in the blank in front of the sentences that are not complete.

Example: 0. __I__ The bike.

1. ___ This building is very new.
2. ___ Although the walls need a new coat of paint, the room seemed clean.
3. ___ I remain.
4. ___ The typewriters are.
5. ___ A bottle broke.

6. ___ After the bottle broke and spilled over our clean floor and new rug.
7. ___ The new electronic cash register the man brought in and set up last week.
8. ___ Cindy was late.
9. ___ Being late for work was a serious problem with her.
10. ___ Since she was late every day this week, the Manager called her into the office.

11. ___ Worry about being late.
12. ___ It was that old car that caused all the trouble.
13. ___ When I get paid next week.
14. ___ My pay check next week.
15. ___ After work.

16. ___ We will next week.
17. ___ I don't believe the new car caused all that trouble for Cindy.
18. ___ That old car that caused her all of that trouble last week.
19. ___ She bought a new one.
20. ___ After she traded her old car.

B. Rewriting Incomplete Sentences **(.02)**

Instructions: There are at least 5 incomplete sentences in Part One A above. In the 5 spaces on the following page, write the number of an incomplete sentence and complete it.

(Continued on next page)

_____
(Your Name)

Example: 0. _O_ The bike is new.

21. _____
22. _____
23. _____
24. _____
25. _____

PART TWO **Punctuation** **(.04)**

Instructions: If you believe there should be a comma in any of the sentences below, put one in. If you believe no comma is necessary, leave the sentence as it is.

26. The meeting will be held May 9 19--.
27. This report will cover the months of June July August and September.
28. We hired the new Inventory Clerk Clare Tucker last Monday.
29. Every one of our salesmen came to the meeting and Mr. Lopez said this session was the best ever.
30. Yes this certainly was a good meeting.

31. People came from as far away as Santa Cruz California for the annual meeting.
32. I don't believe yes is the answer.
33. They will however give you a call when the part arrives.
34. Of course there will be no charge for our fast service.
35. The Office Manager and several salespersons left for Los Angeles.

PART THREE **Word Usage** **(.03)**

Instructions: Write the correct word in each blank in the sentences below.

36. John will (lay, lie) _____ the log on the fire.
37. I shall (lay, lie) _____ on the sandy beach.
38. (Set, Sit) _____ the box on the floor.
39. Here (are, is) _____ the Purchase Orders for April.
40. I (shall, will) _____ walk down the beach.

PART FOUR **Capitalization** **(.05)**

Instructions: Underline the letter or letters that need to be capitalized in the following sentences.

41. we tried the new sales approach last weekend.
42. There is a job opening for a spanish speaking person.
43. The speaker was chairperson jim chan.
44. It took some time to revise section 4 in our manual.
45. The entire staff will have a vacation this tuesday.

102

(Continued next page)

_____
(Your Name)

PART FIVE **Composing** **(.06)**

Instructions: There are two situations given below. Compose a simple message, using the space provided for each situation.

SITUATION ONE: Write a note to your employer stating:	SITUATION TWO: Write a message to your supervisor stating:
...you will be late for work ...tomorrow morning ...15 minutes late ...your car must go to the garage	...don't forget the meeting ...today ...2 p.m. ...Personnel Department

SITUATION ONE NOTE

SITUATION TWO MESSAGE

(Your Name) (Your Score)

COMMON CORE

Written Communications

POST TEST NO. 2

Take this test after you have completed your work in the Written Communications Unit. After you have taken the test, give it to your teacher. The test is not timed. Do not use books or notes to help you with the questions. You may write on the test paper with pen or pencil.

PART ONE

A. Complete and Incomplete Sentences (.01)

Instructions: Put a C in the blank in front of the following sentences if they are complete. Put an I in the blank in front of the sentences that are not complete.

Example: 0. __I__ The bike

1. ___ The calculators are.
2. ___ Those newly installed calculators.
3. ___ That car is new.
4. ___ A window broke.
5. ___ After the walls were painted, the room looked perfect.

6. ___ Cindy was early.
7. ___ Being early for work was a habit with her.
8. ___ Since she was early every day, the Manager complimented her.
9. ___ Our new adding machine the man brought in last week.
10. ___ After the glass broke and fell all over our floor and on the rug.

11. ___ It was the new car that made the difference.
12. ___ Before work.
13. ___ When I receive my check next week.
14. ___ My pay check this week.
15. ___ Worry about being on time.

16. ___ I don't believe the old car caused all that trouble.
17. ___ After she traded the car.
18. ___ She bought a used one.
19. ___ That old car last week.
20. ___ We will not next week.

B. Rewriting Incomplete Sentences (.02)

Instructions: There are at least 5 incomplete sentences in Part One A above. In the 5 spaces on the following page, write the number of an incomplete sentence and complete it.

Example: 0. __0__ The bike is new.

(Continued on next page)

_____
(Your Name

21. _____
22. _____
23. _____
24. _____
25. _____

PART TWO **Punctuation** **(.04)**

Instructions: If you believe there should be a comma in any of the sentences below, put one in. If you believe no comma is necessary, leave the sentence as it is.

26. We will have our office picnic on July 3 19——.
27. A picnic could be held during May June July or August.
28. Carol Wong the Personnel Manager called a meeting for all new employees.
29. The new employees were given a warm welcome by Ms. Wong and one of the supervisors asked if they knew about the July picnic.
30. No they did not know about the picnic.

31. Our office in Concord California will be represented.
32. A no will not be accepted for the big picnic from anyone.
33. Only company personnel however are invited.
34. Of course children and families will be most welcome.
35. Charlie Jefferson is in charge of games and prizes.

PART THREE **Word Usage** **(.03)**

Instructions: Write the correct word in each blank in the sentences below.

36. We (shall, will) _____ run down the beach.
37. Marcie will (lay, lie) _____ the book on the table.
38. (Set, Sit) _____ the tray on the table.
39. They will (lay, lie) _____ on the warm beach.
40. Here (are, is) _____ the Work Orders for next month.

PART FOUR **Capitalization** **(.05)**

Instructions: Underline the letter or letters that need to be capitalized in the following sentences.

41. Did you know that wednesday is a holiday?
42. This holiday is listed on line 18 in our revised manual.
43. I heard carlos flores, chairperson of the committee, tell us to pass around the good news.
44. The chinese are planning a float for the big parade.
45. it will be a very busy day.

_____
(Your Name)

PART FIVE **Composing** **(.06)**

Instructions: There are two situations given below. Compose a simple message, using the space provided, for each situation.

SITUATION ONE: Write a note to your employer stating:	SITUATION TWO: Write a message to your supervisor stating:
...can't come to picnic in A.M. ...dentist appointment at 9 a.m. ...will come at 1 p.m.	...ask if she is coming to picnic ...next week

SITUATION ONE NOTE

SITUATION TWO MESSAGE